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ABSTRACT

As a guide for administrators, teachers, and students during the bicentennial year, the handbook suggests themes and ideas intended to stimulate further thinking about the Bicentennial. The Heritage, Festival, and Horizons themes established by the American Revolution Bicentennial Administration are described to provide direction for schools and communities in developing programs of particular significance to their students and citizens. The booklet offers question-and-answer sections on organizing a school Bicentennial program; use of the Bicentennial themes in the classroom; some Bicentennial school program ideas; community, state, and national resources; and sources of funding. Throughout the handbook, many examples of classroom and community projects are given with accompanying descriptions and photographs. Although written for New York schools and communities, the handbook's ideas are also useful for others. (ND)

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SCHOOLS AND BICENTENNIALS

A New York State Handbook of Ideas

KATHERINE JOHNSON
AND
DAVID ROBINSON

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NEW YORK STATE
AMERICAN REVOLUTION
BICENTENNIAL COMMISSION

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American Revolution Bicentennial Commission

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FOREWORD

The New York State American Revolution Bicentennial Commission has long been aware that it would fall far short of its goals if the potential contributions of schools and educational facilities were to be ignored.

The bicentennial era, with its many opportunities for observance and celebration, is now upon us. It is only fitting that those in the educational field — teachers, school leaders, students, and the vast school population at large — should spark the commemoration of our state's and nation's 200th birthday. During this period, we have the opportunity to reflect upon and reaffirm the principles upon which this nation was built and to interpret and celebrate the social and historical development of our country.

This publication is designed to supply practical suggestions for a meaningful bicentennial commemoration in the schools of New York State. It was co-written by Katherine Johnson, education coordinator for the New York State American Revolution Bicentennial Commission, and David Robinson, associate in education for the New York State Historical Association. Special thanks are due to Dr. Thomas Felt. Also thanks to Diane Fagan Affleck, Michael Barrett, Richard Allen, and Ruth Hewitt of the NYSARBC; Dr. Vivienne Anderson, Dr. Donald Bragaw, Dr. Janet Gilbert, Dorothy Foley, Ernest A. Mills, Lawrence Coulter, Helene Loew, Philip H. Tarbell, Geraldine M. Jefferson, and Maria Ramirez of the Instructional Branch of the New York Education Department; Susan Braider, Margaret Misencik, Donna Paulson, and Pam Lustig of the New York State Historical Association for their assistance, contributions, and encouragement.

John H. G. Pell, Chairman
New York State
American Revolution
Bicentennial Commission

FOREWORD

Let's plan for the bicentennial imagination! Programs in the schools that promote curiosity about the nation's heritage and future. Programs that explore the cultural, scientific, technological, sociological, historical, and economic developments of this country.

Television, radio, and print media are busy shaping the image of the big celebration. Documented bicentennial activities of New York State's youth and adults — symbolizing the rich contributions of numerous ethnic backgrounds and nationalities — should have impact on education in the 1980's and the rest of the twentieth century. The bicentennial should stimulate students to search for knowledge, to ask liberating questions, and to insure that the Revolution which began 200 years ago continues to maintain freedom.

The accompanying cartoon illustrates the need to reinforce the importance of the bicentennial. Two hundred years ago, in the midst of economic crisis, in the face of incredible odds and wide ideological divisions in the populace, colonists dared to challenge tradition and forge a new nation founded on principles of individual freedom and self-government. Bicentennial activities in the schools should heighten popular commitment to these ideals and principles.

The student, as a total human being, is a complex constellation with unique intellectual and sensory powers. Both should be applied to the analysis of human life and emotions in past societies, to choosing values for contemporary living and to building a future world. All this points the way to freedom, responsibility, and growth in the youth of New York State, and to making sure that the continuing revolution is alive and well!

Let us discover what is unique about our schools, our surrounding communities, the peoples of the area. In the bicentennial effort, let us celebrate ourselves — and the contributions of all peoples to the growth and development of the United States.

Vivienne Anderson
Assistant Commissioner for
General Education and Curricular Services
New York State Education Department

CONTENTS

Foreword — John H. G. Pell iii

Foreword — Vivienne Anderson v

Introduction: The Continuing Struggle for Liberty, Equality, and Justice 1

I. **Organizing a School Bicentennial Program: Questions and Answers** ... 5
- The Bicentennial in General 5
- School Bicentennial Programs in Particular 6
- How to Get Organized 7
- Publicity and Promotion: A Key to Success 9

II. **The Bicentennial and the Classroom** 10
- Event-Reaction-Action 11
- Time Lines 13
- Toward An Understanding of Cultures 17
- Interpreting Non-Written Sources 18
- Arts in Education 20
- Bicentennial Activities 21

III. **Bicentennial School Program Ideas** 23

IV. **Resources: Community, State, and National** 30

V. **Sources of Funding** 38

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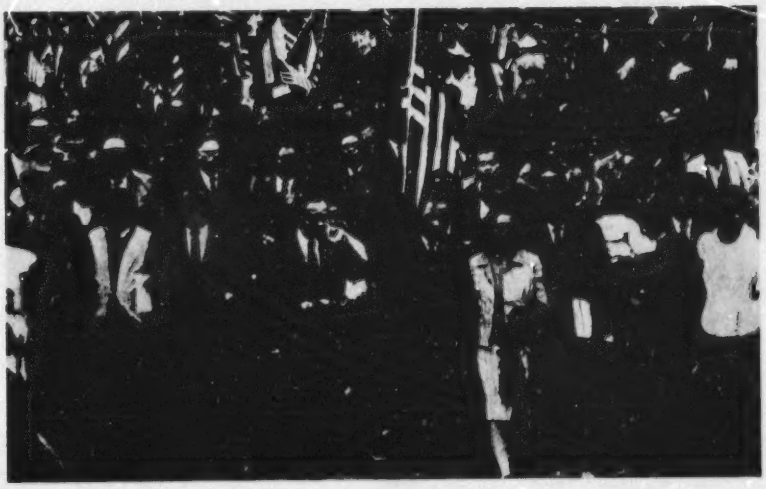
INTRODUCTION:
THE CONTINUING STRUGGLE
FOR LIBERTY, EQUALITY, AND JUSTICE

The American Revolution has remained a continuing influence on the American consciousness for two centuries. It was more than a war for independence: it also stirred a continuing revolution in American life. The rebellion for national independence brought some changes in political beliefs and social behavior. It prompted some people to change their minds, others to re-examine their beliefs. It allowed for the possibility in American society of liberty, equality, and justice for all. Yet contradictions existed then as they do today. Some Americans suffered even as other Americans sought freedom. Native Americans and those who remained loyal to the king were victimized. Revolutionary ideology spurred the move toward freedom for some Black Americans, but for



thousands the promise was unfulfilled. Since 1776, women and men of all nationalities, races, and religious faiths have found it necessary to fight for their inclusion under the principles and ideals expressed in the Declaration of Independence and the United States Constitution.

The Revolutionary generation was both idealistic and realistic. Recognizing that American society was far from perfect, the founding fathers developed a system of government that hopes for the best in human nature, but is always on guard against the worst. They believed that principles of human justice which remained as mere expressions on paper were antithetical to the meaning of American life.

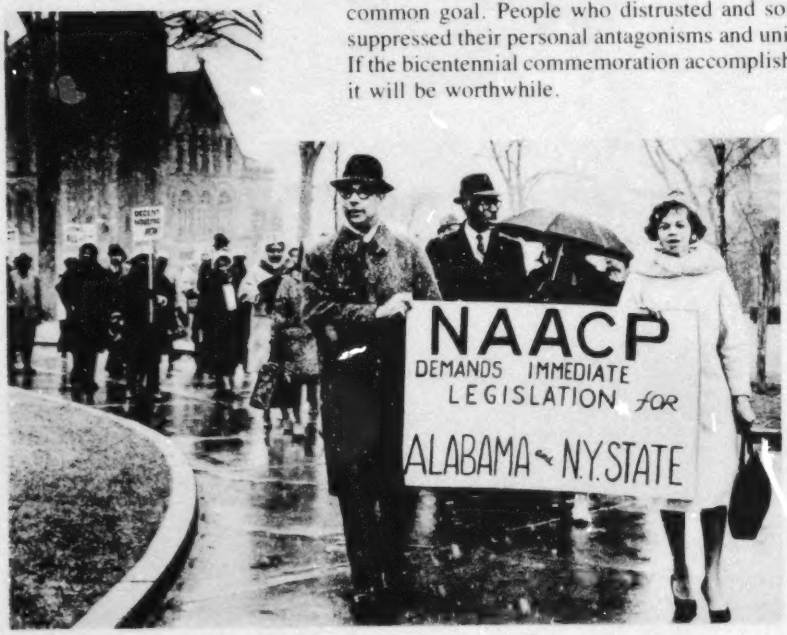
If the promises of the American Revolution are to endure and flourish, each of us has to learn and transmit to each new generation that noble principles are only meaningful when brought to fruition. We know from experience that "the price of liberty is Eternal Vigilance."

There is a saying that we shall do to all men like as we will be done ourselves, making no difference of what generation, descent, or color they are . . . But to bring men hither, or to rob and sell them against their will, we stand against . . . therefore, we contradict and are against this traffic of mens-bodies.
(Mennonite Germans, February 1688, resolutions of the monthly meeting)

1900.

The bicentennial commemoration of the American Revolution must serve as an effort to relearn the ideals of the Revolution, to transform those ideals into reality, to respect our rich pluralistic culture, and to plan for the future. For all citizens, but particularly educators, this is a time to appraise our past and recognize that within it, as in the past of all nations, are elements that are sometimes fine and sometimes foul. The important thing is to know which is which.

In the pages that follow, some ideas are offered for those planning school-community bicentennial programs. Their task will not be easy. Those experienced in civic activities know that even the best of intentions can collapse under the weight of contrary opinions and conflicting efforts. If there is one lesson of the Revolution that stands out, however, it is that people managed to overcome their differences in order to achieve a common goal. People who distrusted and sometimes hated each other suppressed their personal antagonisms and united for the common good. If the bicentennial commemoration accomplishes nothing more than this, it will be worthwhile.



If the Great Spirit had desired me to be a white man, he would have made me so in the first place. He put in your heart certain wishes and plans, in my heart he put other and different desires. Each man is good in his sight. It is not necessary for eagles to be crows.

Now we are poor, but we are free. No white man controls our footsteps. If we must die, we die defending our rights. (Sitting Bull, Hunkpapa Teton Nation, 1834–1890)

Where today are the Pequot? Where are the Narragansetts, the Mohican, the Pokanoket, and many other once powerful tribes of our people? They have vanished before the avarice and the oppression of the White Man, as snow before a summer sun.

Will we let ourselves be destroyed in our turn without a struggle, give up our homes, our country bequeathed to us by the Great Spirit, the graves of our dead, and everything that is dear and sacred to us? I know you will cry with me, "Never! Never!" (Tecumseh, Shawnee Nation, 1768–1813)

. . . we, in order to guard against the encroachments of aristocracy, to preserve our natural and political rights, to elevate our moral and intellectual condition, to promote our pecuniary interests, to narrow the line of distinction between the journeyman and the employer, to establish the honor and safety of our respective vocations upon a more secure and permanent basis, and to alleviate the distresses of those suffering from want of employment, have deemed it expedient to form ourselves into a General Trades' Union. . . . I ask – in the name of Heaven I ask – can it be wrong for men to attempt the melioration of their condition and the preservation of their natural and political rights? (Ely Moore, December 2, 1833, speech to General Trades' Union of New York City)

If by the mere force of numbers a majority should deprive a minority of any clearly written constitutional right, it might, in a moral point of view, justify revolution – certainly would if such a right were a vital one. (Abraham Lincoln, March 4, 1861, First Inaugural Address)

. . . Governments are instituted among Men, deriving their just powers from the consent of the governed, that whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their Safety and happiness. (Thomas Jefferson, Declaration of Independence, 1776)

If our democracy is to flourish, it must have criticism; if our government is to function, it must have dissent. (Henry Steele Commager)

But it is alleged by gentlemen, who have spoken on that side of the house, that the poor are a degraded class of beings, have no will of their own, and would not exercise this high prerogative with independence and sound discretion if entrusted with it; and, therefore, it would be unwise to trust them with ballots. This, sir, is unfounded: for more integrity and more patriotism are generally found in the laboring class of the community than in the higher orders. . . . Let us not, sir, disgrace ourselves in the eyes of the world, but expressing such degrading opinions of our fellow citizens. Let us grant universal suffrage, for after all it is upon the virtue and intelligence of the people that the stability of your government must rest. (John Cramer, 1821, speech to Convention to amend Constitution of New York State)

Hence we maintain that in view of the civil and religious privileges of this nation, the guilt of its oppression is unequaled by any other on the face of the earth; . . . no man has a right to enslave or imbrute his brother; to hold or acknowledge him, for one moment, as a piece of merchandise; . . . The right to enjoy liberty is inalienable. . . . Every man has a right to his own body, to the products of his own labor, to the protection of law, and to the common advantages of society. It is piracy to buy or steal a native African and subject him to servitude. Surely the sin is as great to enslave an American as an African. (Declaration of the National Anti-Slavery Convention, 1834)

If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation. (Abigail Adams, in a letter to John Adams)

I hold it that a little rebellion now and then is a good thing, and as necessary in the political world as storms in the physical. Unsuccessful rebellions, indeed, generally establish the encroachments on the rights of the people which have produced them. An observation of this truth should render honest republican governors so mild in their punishment of rebellions as to not discourage them too much. It is a medicine necessary for the sound health of government. (Thomas Jefferson in a letter to James Madison, January 30, 1787)

CHAPTER I
ORGANIZING A SCHOOL BICENTENNIAL PROGRAM: QUESTIONS AND ANSWERS

THE BICENTENNIAL IN GENERAL

1. What is the national bicentennial celebrati , all about?

The bicentennial commemorates the two hundredth anniversary of the American Revolution. It is a time period for reaffirming the principles of "liberty, equality, and justice for all," for critical study of our rich heritage from pre-1492 to the present, for recognizing the numerous nationalities, races, and both sexes for their participation in the birth and growth of the United States, and for planning for the future. The American Revolution Bicentennial Administration's (ARBA) motto, "A Past to Remember, A Future to Mold," succinctly states the idea. To clarify the full range of possibilities, ARBA also urges planners to think in terms of three distinct themes, which are:

HERITAGE '76 — The objective of this theme is the "reexamination of our origins, values, and the meaning of America." Such undertakings as the sponsorship of historical research and the preservation of our multi-ethnic culture, historic sites and documents, fall within this theme. American heritage embraces the arts, humanities, military history, and the natural, social, and political sciences.

FESTIVAL USA — The objective of this theme is to "develop state, regional, and national activities and events which stimulate travel and thus encourage people to expand their knowledge of our country." Pageants, craft fairs, tributes to American arts in every medium, historical reenactments, and patriotic ceremonies are examples of projects. The focus of such festivities might be the various traditions of our people, our richly diverse culture, the multiplicity of our ethnic origins, or hospitality (such as in foreign and regional exchange programs).

HORIZONS '76 — This theme deals with the future. It is a "nationwide challenge to every American, acting individually or with others, to undertake at least one principal project which manifests the pride, the priorities and the hopes of his community." Horizons programs should seek to fulfill the promise of the country's past in terms of human and social progress and to enhance the quality of life in the future. Beautification of community areas, improvement of recreational facilities, enlargement and enrichment of cultural services and programs are typical Horizons projects.

2. Must school bicentennial programs relate to these themes?

It is not necessary, but most programs of any scope and relevance will naturally relate to one or more of the themes. Experience has shown that successful commemoration programs ordinarily contain elements from all three themes.

3. What is the American Revolution Bicentennial Administration (ARBA)?

It is the official national body organized to coordinate the commemoration of the bicentennial. Its functions are to:

a. Plan, encourage, develop, and coordinate observances and activities commemorating the historic events that are associated with the American Revolution.
b. Give due consideration to related plans and programs developed by state, local, and private groups.
c. Give special emphasis to the ideals and principles associated with the American Revolution.
d. Recommend allocations of financial and administrative responsibility among public and private authorities and organizations.

4. Does the ARBA extend official recognition to local or school programs?

Community organizations may receive official recognition for their programs through the ARBA's Bicentennial Communities Program. A bicentennial school project could be one part of or the major portion of a community bicentennial program which receives official recognition under this program. For more information, refer to the booklet *A New York State Guide to Local Bicentennial Planning*, or write to the New York State American Revolution Bicentennial Commission, 99 Washington Avenue, Room 1807, Albany, New York 12230.

5. What is to be commemorated in New York State?

Our celebration will encompass both the era of the American Revolution (1773–1783) and the 200th anniversary of the creation of the state (April 20, 1977).

6. Who is responsible for the coordination of the New York State bicentennial commemoration?

The official state organization, established by legislative act in 1968, is the New York State American Revolution Bicentennial Commission. The Commission consists of twenty-seven non-salaried members. It has its own professional staff and uses the facilities, equipment, and supporting staff of the Office of State History. The most ambitious single New York State bicentennial program will be the traveling bicentennial barge, housing an exhibition that focuses on the social and cultural history of New York State during the Revolutionary epoch. The barge will make thirty-two stops as it travels along the state's waterways between April and September of 1976.

The NYSARBC publishes *The Correspondent*, a bimonthly newsletter of events and programs, which is available upon request; and many publications on subjects pertinent to New York's role in the Revolution. Producing films that focus on Revolutionary themes and microfilming historic records and documents are other important programs, all in some degree related to education. Inquiries concerning the NYSARBC's educational programs should be directed to:

Katherine Johnson
Education Coordinator
NYSARBC
99 Washington Avenue, Room 1700
Albany, New York 12234

7. What is the relationship between the NYSARBC and local or school bicentennial programs?

The NYSARBC is responsible for encouraging and supporting local bicentennial plans through consultant services, and planning guides such as this booklet. It cooperates with the Bicentennial Committee of the Instructional Branch of the New York State Education Department to provide schools with program assistance. The NYSARBC publicizes local programs, is an information center for bicentennial activities in New York State schools, and serves as a resource center for bicentennial-related materials.

They were condemned because they had determined not to work for the wages that were offered them! Can anything be imagined more abhorrent to every sentiment of generosity or justice than the law which arms the rich with the legal right to fix, by assize, the wages of the poor? If this is not slavery, we have forgotten its definition. Strike the right of associating for the sale of labor from the privileges of a freeman and you may as well at once bind him to a master or ascribe him to the soil. (William Cullen Bryant, June 13, 1836, editorial in New York Evening Post)

SCHOOL BICENTENNIAL PROGRAMS IN PARTICULAR

1. Should our bicentennial program revolve only around the social studies curriculum?

It is strongly recommended that a major objective of the school program planners be a cross-disciplinary approach, enlisting the participation of all segments of the school and community population. (Refer to the section of this booklet on organization and curriculum.)

2. Must school bicentennial programs commemorate only historic dates or events?

No. Many schools are developing programs with historical themes or multi-cultural emphasis, while others are concerned with contemporary problems or with matters related to the future. The bicentennial umbrella covers a wide variety of programs. (Refer to Chapter III, section 3, "School Bicentennial Projects Ideas," and the national bicentennial themes outlined earlier.)

3. If our community does not have a significant Revolutionary past, what do we celebrate?

Although your community may not have been organized at the time of the Revolution, the area existed and Native Americans lived there and used the land. Every community has a history. We are celebrating the whole American experience as well as the years covered by the War of Independence. The Revolution was more than war and politics; ideals, principles, and values were involved. Advances in science, development and changes in governmental structure, social and economic changes, changes in our life styles, and pluralistic culture are but a few examples of areas to contemplate. This is an opportunity for a community to reexamine itself — past, present, and future.

4. When does the bicentennial officially start and end?

It has already started. In New York State, under present legislation, it will end officially with the expiration of the NYSARBC in December, 1981. However, it is recommended that school programs developed for the bicentennial have lasting value for the school and community.

5. Should school programs revolve primarily around school activities?

It is certainly logical to begin with an assessment of present activities and known interests and resources of students, teachers, and existing organizations. But community-wide cooperation is essential during the bicentennial. Meeting early to exchange ideas with your town, city, or county bicentennial organization will help stimulate such cooperation. Researching community history and sharing school-community resources are additional suggestions.

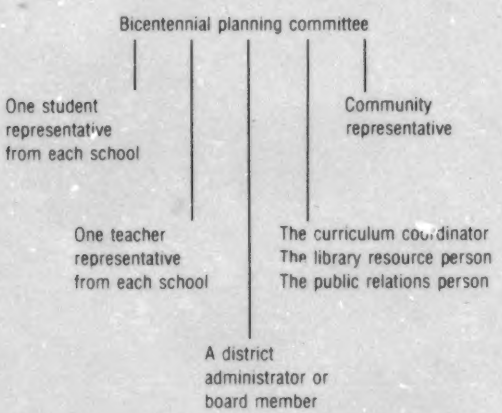
What shall the workers do? Sit idly by and see the vast resources of nature and the human mind be utilized and monopolized for the benefit of the comparative few? No. The laborers must learn to think and act, and soon, too, that only by the power of organization and common concert of action can either their manhood be maintained, their rights to life (work to sustain it) be recognized and liberty and rights secured. (Samuel Gompers, September 1894, American Federationist)

HOW TO GET ORGANIZED

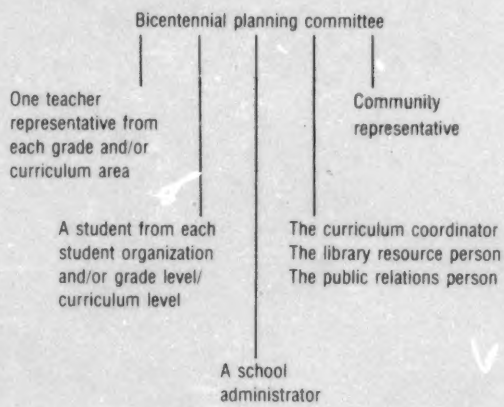
1. Who should be involved, in the area and in the school?

One of the first major decisions to be made is whether you will plan and work under the auspices of a district-wide central committee including representatives from each school, on an individual school level, or on some basis combining the two. The choice will depend on the size of the individual school, the number of residents in the school's community, and the present committee structure. It would seem natural that if the determination is to plan on a district basis, each school would also have its own supporting committees. It is suggested that each committee include an appropriate ratio of students and teachers, plus representatives from the school administration and the community. (Refer to diagram.)

2. Who might be included on a district-wide committee?


Bicentennial planning committee
One student representative from each school
Community representative
One teacher representative from each school
The curriculum coordinator
The library resource person
The public relations person
A district administrator or board member

3. Who might be included on a separate school committee?


Bicentennial planning committee
One teacher representative from each grade and/or curriculum area
Community representative
A student from each student organization and/or grade level/ curriculum level
The curriculum coordinator
The library resource person
The public relations person
A school administrator

4. **What are some suggested procedures for determining a school-community bicentennial program?**
   a. Examine the nature and scope of the bicentennial, considering the three themes, Heritage '76, Festival USA, and Horizons '76.
   b. Decide what the bicentennial means to your school and community, thereby establishing the committee's philosophy.
   c. Develop general program objectives, such as the following:
      1) Entertainment and enjoyment.
      2) An increase in national, state, and community pride.
      3) School-community cooperation.
      4) Renewed interest in and appreciation of our multi-cultural heritage.
      5) A more relevant school curriculum (at all levels), with more emphasis on interdisciplinary approaches and local heritage.
      6) A bridging of gaps between generations, races, and sexes.
      7) Cooperation between peoples of different backgrounds and ideologies.
      8) Emphasis on concepts and ideas rather than on commercialism.
   d. Formulate criteria consistent with your program objectives, such as the following:
      1) Adequate available funding.
      2) Equal participation of all races and nationalities, both sexes, and all age levels.
      3) Adequate availability of personnel with skills to develop and implement projected programs.
      4) Fun, entertainment, and learning potential of program.
      5) Availability of adequate facilities to implement the program.
      6) Sufficient interest in school and community to produce the program.
      7) Inclusion of aspects of America's heritage and pluralistic culture, especially those of a local nature.
   e. Discuss program ideas. Solicit ideas from the school and community population. Consider suggested programs (Chapter III, "Bicentennial School Program Ideas"), unique aspects of school and community heritage, and current school projects and activities.
   f. Select specific program(s) by consensus.

5. **After specific program(s) have been determined, what should be done next?**
   One of the first steps is to inform others, such as the school board, social, civic, ethnic, fraternal and other community organizations, and representatives of the news media. You might also conduct meetings to inform the rest of the school body. All of this should help to build support for the plan. The planning group must also decide early whether or not it will undertake the coordination and implementation of the program(s) by itself or designate subcommittees. If it is practical, it is strongly suggested that the initial group continue its leadership, adding whatever help and representation seems needed.

6. **What are some useful divisions of committee tasks?**
   The central steering committee, whether it represents a district or one school, should hold itself responsible for approving basic policy decisions, coordinating its activities with those of other community groups, and delegating specific tasks to subcommittees or individuals. Publicity and fund raising are usually delegated to subcommittees.

7. **How do we incorporate bicentennial program(s) into the regular school curriculum?**
   See Chapter II, "The Bicentennial and the Classroom."

8. **Where should we look for financial assistance?**
   See Chapter V, "Sources of Funding."

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to him, mere bombast, fraud, deception, impiety, and hypocrisy – a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour. (Frederick Douglass, July 5, 1852, speech delivered in Rochester, New York)

PUBLICITY AND PROMOTION: A KEY TO SUCCESS

1. **Are publicity and promotion the same thing?**
   No, publicity is merely giving out information; promotion is publicity plus persuasion. Promotion creates interest, assistance, and support for programs. It is possible to publicize a project through general press releases without substantially promoting it. When describing your program to the public, convey your enthusiasm along with your facts.

2. **Who should coordinate the publicity and promotion?**
   Someone with experience, such as the school district's public relations person. Enlist assistance from others who have some knowledge and experience, such as members of student business clubs, employees of local advertising firms and the media, and parents.

3. **What are the prime local media sources?**
   The local press, including daily and weekly newspapers, free shoppers guides, and radio and television stations.

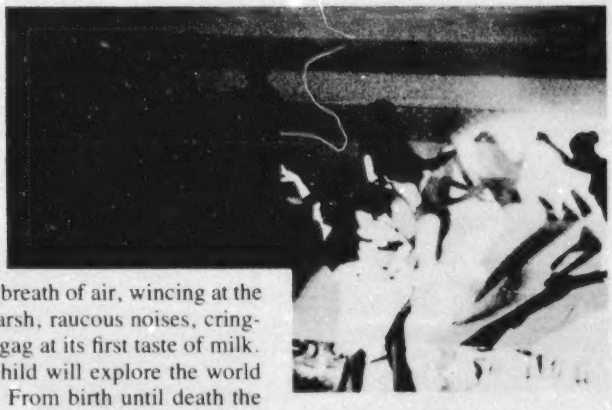
The Schorrakin Yorkers, a group of high school students, are sponsored by the Museum of the City of New York. They were recipients of a N.Y.S Bicentennial award in May, 1975 for their beautification and cultural work in New York.

4. **How can publicity and promotion be effectively managed on a small budget?**
   Take advantage of available free media services. Among them are local radio and television public service spots, announcements, and calendars of events published by local newspapers or community organizations. The publicity chairperson should contact the feature editors of local newspapers and television stations with specific ideas.

5. **What are some examples of publicity and promotion?**
   Feature stories on school bicentennial topics and activities in the local newspapers, a regular bicentennial column appearing in the local paper, and interviews on local television and radio stations. Broadcast interviews can be difficult for the inexperienced. A well chosen pair of representatives might convey more enthusiasm and poise than either one could alone.

6. **What are some suggested guidelines for the publicity committee?**
   a. Make your committee known to the school, district, and community.
   b. Make your committee known to the media at the earliest possible date through a letter of introduction.
   c. Put up colorful posters and announcements in the school.
   d. Be aware of all newspaper, radio, and television deadlines for filing stories or making arrangements for coverage.
   e. Be sure all news releases are precise and concise. Keep to the point.
   f. Have a photographer document all meetings and special events. Send pictures with all news releases. Exhibit photographs of students and committee members at work or play. Consider filming and video taping special events.
   g. In news releases always use full given names and not nicknames.
   h. Do not hesitate to ask for help when needed.
   i. Keep an up-to-date scrapbook of everything which appears in print.
   j. Establish and follow through with a schedule for publicizing events. Be sure follow-ups are initiated.
   k. Send period reports of your committee's progress to the New York State American Revolution Bicentennial Commission, in care of the Education Coordinator.

CHAPTER II
THE BICENTENNIAL AND THE CLASSROOM



A child is born, squawking with its first breath of air, wincing at the initial ray of light, startled by a barrage of harsh, raucous noises, cringing at the touch of rough hands, and soon to gag at its first taste of milk. Already the five senses through which the child will explore the world throughout a lifetime have been stimulated. From birth until death the keenness of these senses and the physical and emotional development of the child depend upon the extent to which the surrounding people, places, and institutions provide love and understanding, respect human individuality, and encourage the unique expressiveness every human is capable of.

The child's boundless curiosity, its almost compulsive desire to learn and communicate, are attributes we never lose completely, though we often subdue or repress them. As adults, when we ask liberating questions rather than provide satisfying answers, when we accept and respond to the individual expressiveness of a human being, we are helping ourselves as well as others to be creative, vibrant, unlimited people.

Such observations on the perennial goals of education are not beside the point during the bicentennial. By keeping long range goals in mind, teachers can use the bicentennial to strengthen and deepen students' educational experiences and prevent the occasion from sliding into a sideshow festival and nothing more.

There are many ways to incorporate the bicentennial into the daily classroom experience of every student. The curriculum can be modified; indeed it can be strengthened. Because the American Revolution has many dimensions, its legacy is open-ended — unfinished, unsettled, and still capable of provoking disagreements and discoveries. Because it deals with our collective identities as creatures of a community, a state, a nation, and a world, its heritage can be given personal meaning. This is true no matter how long our ancestors have lived here or how they got here, since the starting point is the fact of our presence here now.

That the bicentennial can be integrated with the social studies curriculum is obvious. Yet the possibilities for other disciplines and cross-disciplinary studies are virtually boundless. It can find expression in all the language arts, performing arts, industrial arts, physical education, mathematics, and the natural sciences. It can relate not only to the world of books, but to the direct experiences of the senses as well.

The number of possibilities is as wide as teachers' and students' imaginations and resources. Offered in the succeeding sections of this chapter are some thoughts intended to stimulate more thoughts, provoke fresh efforts, and involve everyone. Each idea is cross-disciplinary in nature, draws upon community and school resources, and involves both written and non-written communication. You may want to adopt some, but you should expect to adapt them as well.

EVENT — REACTION — ACTION

This event — our birthday! — 1776; but, what about the conception? What is the Love Story – the courtship of Liberty, or was it Freedom? Are they the same, or identical twins, or even unrelated?

Was the "McCarthy Era" a replay of "Salem witch trials?"

Are the young campus "radicals" or the "Eastern liberals" descendants of the same idea of freedom? Who now, in 1975, burns with the same passion? Or does it burn at all? Or is it something different that is burning?

Is there any relationship between the leaders of the Boston Tea Party and the "Chicago Seven," the draft card burners of the 1960's, the Young Lords, Black Panthers, S.D.S., Black Muslims, Ku Klux Klan, ASPIRA, Native American Movement, S.L.A.?

Can we compare the astronauts to the pioneers of the last century? Or, rather, the explorers of the 15th and 16th centuries?

The Great Suffrage Question.

A provocative question, an unexpected, unusual event or situation forces us to react because it disrupts our usual thought patterns and interferes with our daily routines. We are so startled that our reaction is automatic. In that instant, our complacency is shattered.

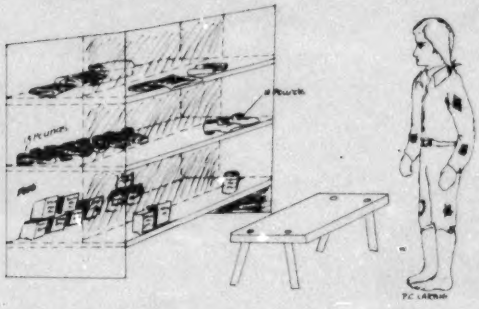
One junior high school in the state is considering beginning its bicentennial activities by creating a situation within the school that will dramatize the pressures that occur during a revolution or any period of rapid change. First, a directive to the student body will state that new regulations will be in effect the following day. Teachers will have been informed that a revolutionary situation will occur, but will be unaware of the specifics. They will have been asked to respond naturally.

The next morning begins with an announcement that new traffic patterns are being imposed. They will be so heinous and complex that it will be extremely difficult for students to change classes. As the day progresses, further restrictive and arbitrary regulations are imposed on teachers and students alike. A small portion of the student body performs two different functions — enforcement of the new regulations and reporting of the event and ensuing responses. It is hoped that in the process of reacting

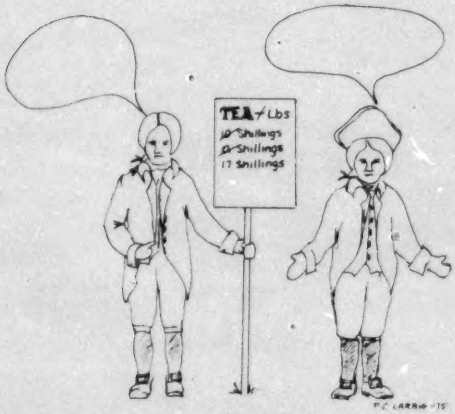
"SOMEDAY THOSE BOYS ARE GOING TO GO TOO FAR".

"THEN IT SAID SOMETHING ABOUT ALL MEN BEING CREATED EQUAL . . ."

SUDDEN SCARCITY OF VITAL GOODS



SKY-ROCKETING INFLATION



to these unusual circumstances, divisions of opinion will emerge among the school population similar to those that existed during the American Revolution; i.e., patriots, tories, and apathetics. Additionally, the intensity of feelings should generate impromptu discussions in every classroom about the new regulations.

By early afternoon, everyone must choose sides. Indecision must end. The entire school population is directed to assemble in two different rooms based upon their reactions to the preceding events of the day, either "patriot" or "tory," labels which would not be used until the two meetings open. Upon receipt of a certificate for being a good patriot or tory, they will all assemble in the gym for analysis of the processes in which they have been involved.

Thus, an artificial situation will have been produced by disrupting an element in the school that is essential for its orderly daily operation. The suddenness and arbitrariness with which the changes are imposed and their effect upon the functioning of the school creates confusion and conflict. In reacting, each person relives an emotional experience very much like that of the American colonists in 1776.

Conflict exists in our lives on innumerable levels. The effect of conflict is recognition and solidification of differing viewpoints, hopefully followed by understanding and awareness of common ground, and finally, change. Deliberately created conflict situations have educational value as well as novelty. They can occur anywhere — in the classroom, the school, and the community. Many activities discussed in "Bicentennial Activities" may be adaptable to the purpose of creating reaction.

TIME LINES

On paper, a time line is a chronology of events, a string of dates. When the relationships among the dates and the implications of the events are explored, a time line represents a tracing of social change. Then each date marks the beginning, midpoint, or culmination of a trend or an issue.

Lively themes that will engage students' curiosity are easily found. The background of a public issue in the news might be investigated. Students' particular interests, such as technology, the arts, or the sciences could be the focus. The examples that follow were chosen from among both of these general types. Two themes, parallel in time span, could be developed for use in discussions of their interrelationships. This way, for example, the connections between women's history and technological changes such as the invention of the typewriter, the sewing machine, and the telephone switchboard could be explored.

Just as any event affects us, however indirectly, any theme has local and state-wide aspects. A time line can be a means to help students develop an awareness of a theme's relevancy to themselves and their communities.

Whether it begins or ends a unit of study, and regardless of whether it is student or teacher initiated, a time line is a tool for understanding past change, current events, and possible future changes. Below are several themes to be considered for development. Each theme includes a skeleton time line and related questions designed to suggest the impact of events on people's lives and to help direct further research and class discussion.

BLACK AMERICANS

1619	First black indentured servants brought to Jamestown, Virginia
c. 1626	*First black slaves brought to New York State*
1863	Emancipation Proclamation
1865	13th amendment completed emancipation
1870	15th amendment guaranteed the right to vote regardless of race, color, or previous condition of servitude
1896	Plessy vs. Ferguson upheld Louisiana law requiring segregated railroad facilities; "separate but equal"
1954	Brown vs. Topeka Board of Education, Kansas, held segregated public facilities are never "equal," and therefore deprive citizens of equal protection of the laws

Slavery is treason against God, man, and the nation. . . . The master's right to property in human flesh cannot be equal to the slave's right to his liberty. . . . I think I see the finger of God in all this. Yes, there is the handwriting on the wall. I come not to bring peace, but the sword. Break every yoke, and let the oppressed go free. I have heard the groans of my people, and am come down to deliver them. (John S. Rock, January 23, 1862, speech to Massachusetts Anti-Slavery Society)

Why did slavery exist in the United States? Why was it permitted to continue until 1863? Since the Emancipation Proclamation set the precedent for abolishing slavery in the United States, and the 13th and 14th amendments to the United States Constitution guaranteed black people all rights of citizenship, why have Black Americans found it necessary to continue to fight to secure these basic rights? How have Black Americans participated in the development of your community, New York State, and the nation?

NATIVE AMERICANS

c. 1300	*League of the Iroquois organized*
1768	*Treaty of Fort Stanwix closed western New York to further non-Native American settlement*
1830	Indian Removal Act forced Native Americans to resettle west of the Mississippi
1924	Indian Citizenship Act granted Native Americans United States citizenship

When you know everything about yourself as an Indian, your language, songs, dances, history and medicines, you will be so strong that no man of any race can scare you, because in the eyes of your Creator, you will be a complete man. (Alex Gray, Mohawk Nation, 1907–)

One does not sell the earth upon which the people live. (Tashunka Witko [Crazy Horse], Oglala, 1842–1877)

What nations were members of the Iroquois Confederacy? How did the strategic location of the Iroquois affect their relations with the Dutch, English, and French; the early growth of New York State; the growth of the nation? How did the American Revolution affect the confederacy and the lives of Native Americans? What influence did the Iroquois government have on the men who created the national government after the Revolution? What concepts of government, human rights, and freedom in the Iroquois constitution and the United States Constitution are similar or different? Why was a line needed in the Treaty of Fort Stanwix? What were/are the differences between Native American and European attitudes toward the land and property ownership? How were they manifested in westward expansion? What use did Native Americans make of the land around your community before white settlement? Where are the Iroquois located now? What are their attitudes toward their past, their present situation, and their future? What rights are Native Americans fighting for today? Why? How have Native Americans participated in the development of your community, New York State, and the nation?

Our Indian Constitution is older than any other country, or Government. It was the first Government that was for the people, by the people, where women nominated and disposed of their leaders. (Te Ha We Ron [Rusty Oakes], Mohawk Nation, 1877–1969)

WOMEN

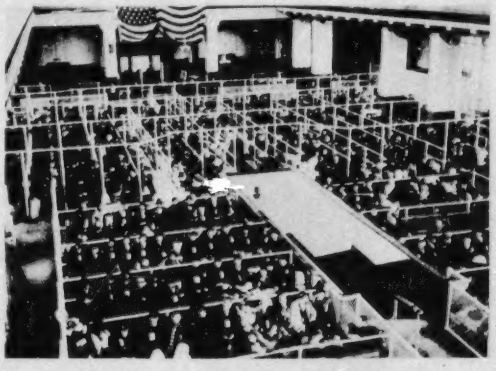
1848	*First women's rights convention at Seneca Falls, New York*
1848	*New York State law granted women property rights equal to those of men*
1920	Ratification of the 19th amendment giving women the right to vote
1963	United States law required equal pay for equal work

Sweatshop, 1908

Why were women denied the vote in 1788 and 1791 when the Constitution and the Bill of Rights were ratified? Why did women find it necessary to fight for the right to vote, to control their own property, and other fundamental rights? Why has the women's movement continued since 1920? How have women participated in the development of your community, New York State, and the nation?

ETHNIC HERITAGE

1820–1880	Immigrants come to United States chiefly from northern and western Europe
1882	Chinese Exclusion Act prohibited the immigration of Chinese laborers for ten years
1880–1920	Immigrants come to United States chiefly from central and eastern Europe
1924	Quota law limited immigration in any year to 2% of the number of each nationality according to census of 1890
1965	United States law abolished quota system



Waiting and processing, Ellis Island c. 1910 (unknown photographer/New York Public Library)

What has been and is now the ethnic background of the residents in your community? Why did they emigrate to America? Why did they settle in your community? Are people presently migrating to the United States, New York State, your community? From where? Why? How do we view them and behave toward them? How have various nationalities participated in the growth of your community, New York State, and the nation?

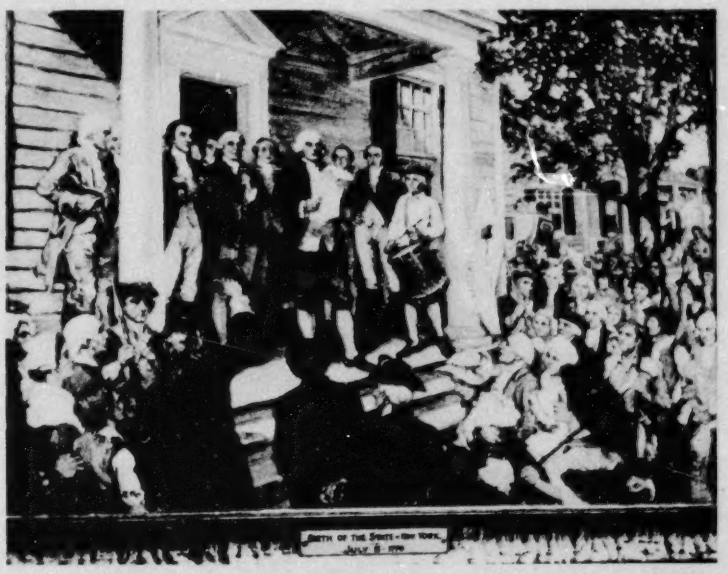
SCIENTIFIC AND TECHNOLOGICAL CHANGES

1745	Invention of Leyden jar which could collect and store electrical charge
1752	Franklin's kite experiment which proved the electrical nature of lightning
1769	First self-propelled road vehicle built by Nicholas Cugnot of France
1790	John Fitch floated working steamboat on Delaware River
1807	Robert Fulton designed "Clermont," first wholly successful steamboat
1825	*Erie Canal completed to Buffalo*
1827	*Collar factory established in Troy, New York*
1876	Alexander Graham Bell invented telephone
1922	Invention of radar by Taylor and Young
1930	Invention of nylon by W. H. Carothers

What industry, business, commerce, and agriculture have developed in your community? What natural resources, modes of transportation, and technologies were and are they dependent upon? How have technological changes affected them? How have these enterprises affected the lives of people in your community?

When did automobiles first appear in New York State, in your community? Who owned them? When was it possible for the majority of people of New York State, in your community, to buy this new machine? Why? When were electricity, modern plumbing, telephone, etc. available in New York State, in your community? Initially, who could obtain modern conveniences? When and why was the majority of the population able to obtain them? Do all Americans possess them now? How have technological advances affected our lives and perception of the world?

When worth, not wealth, shall rule mankind; when tyranny and oppression of every character shall be uprooted and destroyed; and when laborers of American, intelligent, united, and disenthralled, shall occupy that proud position which God in His kind providence intended they should occupy – a position they can never aspire to until the evils complained of are redressed by and through their own exertions. Finally, brethren, come one and all and help to marshal those mighty forces of labor which, when disciplined, will march to certain victory. (Andrew C. Cameron, 1867, The Address of the National Labor Congress to the Workingmen of the United States)



When and why did your community declare independence as a legally recognized entity?

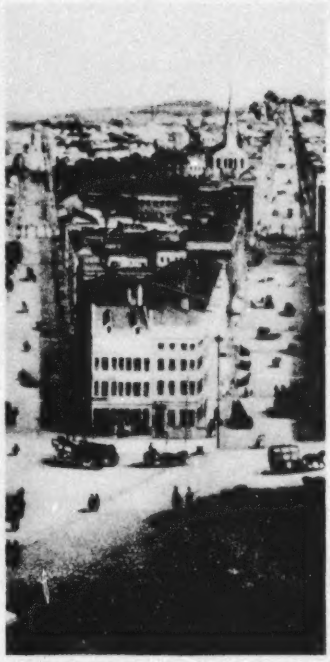
TOWARD AN UNDERSTANDING OF CULTURES

Between home and school, students' most familiar environment is a place of roads, buildings, shops, and people. As students grow so does their awareness of the community — its leaders, its cultural institutions, and its problems. Yet at any age, awareness does not guarantee understanding.

For one thing, we are all too close to our own communities to see how they are unique and how they follow patterns shared by thousands of others. For another, our communities change through time, just as we do. What they are now and may be in the future can only be understood in light of what they have been.

Communities are too complex to be studied from only one perspective. History, sociology, science, art, and other disciplines are tools that can be used to gradually understand individual communities as special examples of the larger culture that includes them. "Culture" — in the anthropologist's sense of patterns for living — is a broad term; it is a doorway that invites the entry of a variety of disciplines.

The following concepts are useful in observing, analyzing, and interpreting any culture. They are adaptable to the study of societies from many approaches — historical, sociological, anthropological, and so on. Although some of the terminology may be new to students, they should have little difficulty responding to leading questions about the concepts.



Utica – c. 1845

A. TIME is organized into regular patterns by all cultures. It may be arranged in terms of years, seasons, months, days, minutes, festivals, work periods, or day and night.

B. SPACE is arranged in regular patterns by all cultures. Each culture gives its own definitions and connotations to distances, directions, and volumes. Buildings are given special locations according to their social roles, just as rooms within buildings are put to specific uses. The "personal space" normally allotted to individuals also varies.

C. UMWELT (a German word meaning the world as perceived and given meaning by those who live in it) represents ways of dealing with fundamental human problems. Each culture gives its own definitions and connotations to people, places, things, and activities. In some cultures, dancing and tobacco have strictly religious connotations; in others, this is not the case.

D. SYMBOLISM is an essential means for expressing abstract ideas. Spoken words, written letters, and punctuation marks are symbols. Music and mathematics have their symbolic notation systems; the graphic artist uses symbolic images such as flags, crosses, and crescents.

E. INSTITUTIONS are human groups held together by common needs and aims. They include such diverse types as the family, organized religion, the professions, and the army.

F. LIFE CYCLE is the birth to death cycle of living things. It includes various stages of growth and associated rites and ceremonies.

G. ROLES OF MEN, WOMEN, AND CHILDREN vary among cultures. Within a culture, social, occupational, and economic roles overlap and influence one another. Each role carries a status that indicates the culture's attitude toward it.

Each of the above concepts is presented as though it existed in a stable condition, which is rarely the case, particularly in a modern culture. Changes through time may be rapid or slow, but they affect every concept on the list. In fact, the purpose of studying cultures is largely the discovery and understanding of change.

Much of the material above is drawn from two curriculum guides, which are recommended for their specific applications of the concepts: *Teaching the Age of Homespun*, and *Teaching a Pre-Columbian Culture: The Iroquois*, both published by the New York State Education Department, Albany.

Although analyzing is important, it is only one step toward understanding a whole culture. The process of understanding a culture is similar to

learning how a watch works. One disassembles the watch, examines the individual parts, studies the relationship among the parts, and then reassembles — synthesizes — the parts. When the synthesis is successful, the individual pieces, working together, produce a ticking sound; the watch works.

Likewise, a comprehensive understanding of a culture is possible only when the parts are synthesized. Because the parts are more complex than mechanical pieces, all steps of the process — identification, analysis, and synthesis — are affected by individual interpretations. Despite the difficulties, we can gain Insights into ourselves, understand similarities and differences among people and cultures, and develop a respect for differences.

Specific activities related to community and culture studies are listed in the "Bicentennial Activities" section.

INTERPRETING NON-WRITTEN SOURCES

"To learn to see rather than just look . . .
To learn to listen rather than just hear."

"Of the making of books there is no end," and yet the written word is only one source of our comprehension of the world. Myriads of sounds, images, symbols, and objects surround us. Through our senses we experience them directly every day: we look at, hear, and touch them. Our responses to them are familiar, even habitual. To understand them as expressions of the culture we live in, we need to move beyond everyday habits. We need to learn how to use our sense experiences of objects, images, symbols, and sounds in analyzing and interpreting the impact the culture makes upon us. And to do that requires a method.

The largely inductive method of the natural and social sciences provides a model for such interpretation. It asks students to play detective — not just looking, but examining, and then formulating and testing hypotheses in the exploration of the meanings of what is around them.

What follows is a suggested outline of an "object lesson" using a simple cultural artifact as the subject of analysis in much the same way a chemist might analyze an unknown mixture, a geologist might study an unknown rock, or an archaeologist might examine an unknown shard.

I. Necessary vocabulary: culture, object, artifact, material culture, functional, decorative, contemporary, known, unknown, implied.

II. Objectives:
   A. To introduce methods of analysis, as practiced by various disciplines, to obtain information about a culture.
      1. Work with an object, initially. By analyzing objects, a more comprehensive grasp of the period and culture in which they were created may be obtained.
         a. Analyze the object to identify knowns and unknowns.
         b. Research aspects that remain obscure (unknowns) but for which you can propose possible explanations, until such suggestions are accepted or rejected.
   B. To provide a framework for instructors which guides students through the process of inquiry and analysis.

III. Inductive method of obtaining information:
   A. Start by suggesting a hypothetical situation such as: You are a Martian and have just stepped off your flying saucer. As you touch the ground, you trip over a _____. You reach down, pick it up and proceed to try to figure out what it is. How would you do this?
   B. Present a familiar object such as a Coke bottle, a camera, a piece of china, or a cereal box, to the students for analysis. Pose the following categories for asking questions to determine *what* the material is. Data gathered should be listed in two areas, known and unknown.
      1. Descriptive process — the nature of the object. The following are sample questions that students might ask: What are its physical qualities — type of material made of, shape, size, weight, texture, temperature, odor, sound, etc.? How was it made, by hand or machine? How much time was required to produce it? Was it always in its present form?
      2. Hypothesizing about the object's use. Possible questions are: What is its purpose? Does it satisfactorily serve that purpose? Was it designed for a particular use? Does it have other values or implications? Is it decorative? Are there implicit meanings in the design? Test the validity of each hypothesis. While demonstrating the suggested use, keep in mind the object's physical qualities.
      3. The object's spiritual nature. Possible questions are: What role does it play in the culture? How does it affect the culture? Does it have identifiable social connotations, such as status, wealth, power, fashion, prestige, workmanship, etc.? Does it invoke any personal associations?
      4. The object's meaning to the culture. Possible questions are: What can be determined about the culture from the data known? What can be inferred from data unknown?
   C. Repeat the same procedure to analyze an unfamiliar object.
   D. Synthesize data obtained from familiar and unfamiliar objects by making comparisons among and inferences from the objects and cultures. In what ways are they similar, different?

This method can also be used in analyzing and interpreting more complex objects: a building, analyzed on site during a field trip; objects created primarily as images, such as paintings and films; a song which combines words and sounds; roads; clothing; and so on. In short, every product of human hands reveals something of the culture in which it was created. Archaeologists and anthropologists have built their disciplines on that premise. The means they have developed to "read" the products of non-literate cultures can be used equally well to "read" the technologically complex society we live in.

The "Bicentennial Activities" section lists several activities that involve the inductive method and the interpretation of non-written sources.

There was a child went forth every day,
And the first object he look'd upon, that object he became,
And that object became part of him for the day or a certain part of the day,
Or for many years or stretching cycles of years.

Walt Whitman

Once was a fiddler. Play could he
Sweet as a bird in an almond tree;
Fingers and strings – they seemed to be
Matched, in a secret conspiracy.
Up slid his bow, paused lingeringly;
Music's self was its witchery.
In his stooping face it was plain to see
How close to dream is a soul set free –
A half-found world;
And company.

His fiddle is broken;
Mute is he.
But a bird sings on in the almond tree.

Walter de la Mare

Like the fiddler, we need to express ourselves in ways other than through our prose and daily transactions. As we sing, dance, act, and paint, we communicate our ideas and emotions to ourselves, others, and our god. As we look at paintings, photographs, ballets, films, and theatre; listen to popular and classical music and theatre; and read poetry and prose; in a fleeting second we can catch a glimpse of another time period, see ourselves and others in a new light, and participate in another's way of life. As communicator and receptor, our emotional and intellectual selves are totally involved.

As the teacher Allen Tucker once wrote, "great emotion is inexpressible in words only. We all know that in times of great emotion words are an annoyance, and it is because words are incapable of carrying the weight of great ideas that art exists. Art exists so that we may say the unsayable." Although Tucker himself was a painter, he was speaking of the power of all the arts. In the classroom, music, dance, theatre, films, and the other art forms can effectively convey concepts and attitudes to students. In turn, students can interpret their knowledge and express their understandings and feelings through the arts. In ways similar to science, math, tumbling, and gymnastics, each art medium's structure disciplines the creative expression of the mind and body. When creating or reacting to art, students' emotions and intellect are united; while they are united — however briefly — what students learn is internalized.

To incorporate the arts in the total educational experience, some objectives are suggested below. In considering their implementation, think about how a variety of spaces could be put to use — stairways, halls, classrooms, ceilings, walls, floors — as well as the usual facilities such as stages, exhibit cases, and projection screens.

Every student will be given opportunities:

1. To be exposed to all art forms — literary, visual, and performing.
2. To meet artists and discuss their work. The artist-in-residence program is an example.
3. To express themselves through various art media.
4. To explore in some depth those media and modes in which they develop an interest and show an ability.

Given such opportunities, many students will expand their capacities for the creation, practice, and enjoyment of the arts for the rest of their lives.

Listed in the "Bicentennial Activities" section are some suggestions for implementing these objectives during the bicentennial.

BICENTENNIAL ACTIVITIES

Approaches to learning that stimulate students' five senses, involve their total physical, emotional, and intellectual beings, and are fun, can create an enjoyable atmosphere that encourages the development of inquisitive, analytical minds. They are appropriate anytime, but especially so during a period of introspection, innovation, and enjoyment such as the bicentennial.

The following suggested classroom or school activities incorporate the approaches discussed in Chapter II. Although some are intended especially to provoke reaction, all the activities should generate discussion.

PROVOKING DISCUSSION AND ACTION

In the Classroom:

Use provocative films, questions, pictures, and statements to start discussion among teachers and students. Articles and editorials from local newspapers are also useful to stimulate discussion.

In the School:

Space in buildings — walls and exhibit cases. Display pictures, statements, and cartoons from every discipline that may evoke reactions and discussions. Put up a time line around the school. It might be effective to mount a purposely vague and incomplete one with dates, pictures, and quotations that lack identification.

Petition. Mimeograph contents of the Declaration of Independence and the Bill of Rights in the form of a petition, so that they are unrecognizable. As students and teachers enter school one day, have petitioners ask each person to sign.

Fife and drum corps. At the beginning of the day, members of the band, dressed in colonial costumes, could parade through the halls, playing fife and drum music.

School newspaper or a one-time flyer. Juxtapose past and present issues and events, so that the effect will be jarring, provocative, and controversial.

Crier. Select a controversial issue, perhaps resolve it in open discussion, and then send a crier throughout the school in the middle of the day, announcing the issue and its resolution.

Skits. In areas where people congregate (e.g. lunchroom, teachers' lounge, gym classes), produce a surprise skit, like the guerrilla theatre of the sixties. No one, except the actors and the principal, would have advance knowledge of the contents, the date, or the place.

In the Community:

Field trips to places of local interest, guest speakers from the community, and articles from area newspapers may assist students to understand their community's development and its interrelationships with state, national, and international history.

RESEARCHING AND DISCUSSING

Ask Students to:

Research events leading up to the Revolution and present their findings in the form of a skit, a play, a poem, or visual arts presentation.

Research their community history and take color photographs of buildings erected during different eras. Help them combine slides with research to present a program with a specific theme, such as "The Growth of Our Community," or "How Culture Is Reflected in Local Architecture."

Research and learn musical works from America's past and present. These may be presented as a musical performance or combined with other art forms — visual, dramatic, dance, pantomime — to illustrate the correlation between music, people, culture, and the time period.

Read novels, diaries, poems, short stories, and plays composed during a particular era or devoted to a special issue. Discuss with students their understanding of the period, issues, and themselves. Have them present their interpretations in literary, visual, or dramatic form.

Research the history and culture of their local community, contacting all institutions, organizations, and resource people, especially senior citizens. As they gather information, ask them to

consider the interrelationships of local, state, and national history; the life styles, philosophies, and status of the various nationalities, races, and both sexes. Encourage them to explore the time of the American Revolution and other epochs of important changes or vital events. Compile the information into a kit for use by the school and the community. Suggested material for inclusion in such a kit: a guide to local points of historic interest; a history of the American flag; a list of books, local records, government documents, historical journals, plays, songs, and films containing references to local history; a chronology of events; a list of historical reference collections, museums, houses, associations, and bicentennial commissions; an instructional guide for classroom use with suggestions for activities, discussion and research topics, maps, and illustrations of flags, uniforms, weapons, and student projects; and a list of cultural, civic, religious, ethnic, and service organizations.

Research the backgrounds of the individuals quoted in this booklet. Discuss why the statements were made. Follow up by asking students to present their interpretations by combining the quotations with various art forms.

Research the life stories of individuals whom students have identified as "Great Americans." Sports champions, scientists, inventors, and artists are equally as deserving of selection as the statesmen. The objective would be to develop an explanation of the sources of their greatness, or obstacles to it, giving attention to racial, ethnic, and sexual role influences. Presentations could be in various media. Class discussion could lead to the selection of "Great Americans" or follow the reports.

Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!
(Emma Lazarus, "The New Colossus," 1883)

O! ye that love mankind! Ye that dare oppose, not only the tyranny but the tyrant, stand forth! Every spot of the Old World is overrun with oppression. Freedom has been hunted round the globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England has given her warning to depart. O! receive the fugitive, and prepare in time an asylum for mankind. (Thomas Paine, January 1776, Common Sense)

Perhaps there is no country in the world where the yoke is lighter than here. But this persuasion, though in one view it may afford us consolation, ought not to blind us to our true condition, or weaken our efforts to remove the evils that still oppress us. . . . Men and women are partakers of the same nature. They are rational beings; and, as such, the same principles of truth and equity must be applicable to both. (Charles Brockden Brown, 1798, Alcuin: A Dialogue)

The history of mankind is a history of repeated injuries and usurpations on that part of man toward woman, having in direct object the establishment of an absolute tyranny over her. . . . Now, in view of this entire disenfranchisement of one-half the people of this country, their social and religious degradation, in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States. (Declaration of Sentiments, 1848, adopted at Seneca Falls Convention)

I have listened to many talks from our 'great father.' When he first came over the wide waters, he was but a little man . . . very little. His legs were cramped by sitting in his big boat, and he begged for a little land to light his fire on. But when the white man had warmed himself before the Indians' fire and filled himself with hominy, he became very large. With a step he bestrode the mountains, and his feet covered the plains and the valleys. His hand grasped the eastern and western seas, and his head rested on the moon. Then he became 'Our Great Father.' He loved his red children, and he said, 'Get a little further, lest I step on you.'

Brothers, I have listened to a great many talks from our great father, but they always begin and end, 'Get a little further. You are too near me.' (Citto Tokohe, Creek Nation, 1829)

CHAPTER III
BICENTENNIAL SCHOOL PROGRAM IDEAS

Many New York State schools and communities are already involved in marking our nation's two hundredth birthday. School bicentennial committees have been formed and are enthusiastically planning interdisciplinary and community related activities. Following are brief descriptions of various bicentennial programs being developed at different grade levels. For further information, contact the person listed.

Crown Point Central School. Elementary and secondary students are participating in an interdisciplinary school-community program which includes the following activities:

1. Monthly historical film showings.
2. Industrial arts class making life-size figures of colonial soldiers for display in the community.
3. School-community quilting parties.
4. Lecture-demonstration in authentic costume of English and American soldiers of the Revolutionary period.
5. Old map recreated by students.
6. Essay contest about General Richard Montgomery.
7. Lectures on local history for school and community.
8. Interviews of older residents of the community.
9. Parade involving the whole community.
10. Walking tours.

Contact: Ms. Catherine A. Gerrand
Crown Point Bicentennial
Box 2
Crown Point, New York 12928

Kingston Consolidated City Schools. The school works in close cooperation with the Kingston Bicentennial Commission on activities which include:

1. Students' stockade map of early Kingston.
2. Semester courses in colonial arts and crafts.
3. Composition units, such as one about Sojourner Truth.
4. Tours in stockade area conducted by costumed students.
5. Groups performing 17th and 18th century songs and dances.

Contact: Ms. Viola Opdahl
Kingston Senior High School
403 Broadway
Kingston, New York 12401

Crown Point students showing off some of their hand-made flags.

Northern Adirondack students with some of their books on American life.

Gates-Chili Central School, Rochester. Over fifty junior and senior high school students work in their community to research, analyze, and present its historical heritage. Some of their projects include:

1. Making gravestone rubbings and recording information from cemeteries. This material was presented to a local historical society and the school library.
2. Participating in an archaeological dig to help in the restoration of an historic mill.
3. Documenting and constructing a model cobblestone schoolhouse.
4. Documenting the history of and planting an almost extinct type of apple tree.

Contact: Mr. Thomas Kanaley and Mr. K. G. Middleton
Gates-Chili Central School
Wegman Road
Rochester, New York 14624

Northern Adirondack Central School. A project is planned for elementary school students to create bicentennial packets which include child-created recorded books on American life. Copies of this material will be placed in the school library and will also be available for public display.

Contact: Mr. Damour Bessett
Slocum
Box 187
Ellenburg Depot, New York 12935

Eternal vigilance is the price of liberty. (Wendell Phillips, January 28, 1852, address to Massachusetts Antislavery Society)

Eden Middle School. Middle school students sponsor a dinner for senior citizens each fall. During the event, each student talks with a citizen to learn about the community and then makes an appointment for further interviews. The data collected will then be made into a booklet about the history of Eden.

Contact: Mr. Richard Beers
Eden Middle School
Eden, New York 14057

North Junior High School, Niagara Falls. Junior high school students have been active for several years in projects which include:

1. Distribution of approximately 1500 American flag decals to instill a feeling of patriotism and love for the flag.
2. Collection of names on petitions for support of the Niagara Arts Center.
3. Participation in election campaigns by working for members of both parties and removing political signs and posters after the election.
4. Work on a project, "Yours 'Til Niagara Falls," to stimulate community support for needed repair work on the American falls. The students have attended meetings, collected petitions, and kept in close contact with local congressmen.
5. Participation in youth government days during which students assume roles in city government.

Contact: Mr. Stanley Horab
North Junior High School
15th and Cleveland Avenues
Niagara Falls, New York 14305

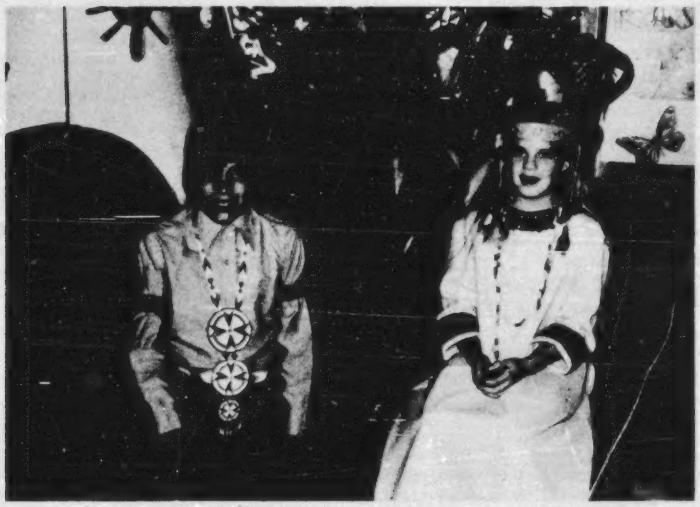
Niagara Falls students helping their Mayor celebrate his birthday.

Van Duyn School, Syracuse. "Then Onondaga Hollow, Now Onondaga Valley" is a history of the Syracuse area written by a teacher and a library volunteer. It includes pictures, old and new photographs, and maps and has inspired students to work on various projects, including clothing, villages, and murals.

Contact: Mrs. Tina P. Norton
Van Duyn School
401 Loomis Avenue
Syracuse, New York 13207

Cuba Central School. High school students documented and recorded the architectural aspects of buildings in their community during the 1970–1971 school year. Their study was then used by Representative James F. Hastings in the fall of 1974 in applying for designation of South Street, Cuba, as a national historic site.

Contact: Mr. William Burt
R. D. #2
Cuba, New York 14727



Two Van Duyn students showing off their handmade costumes.

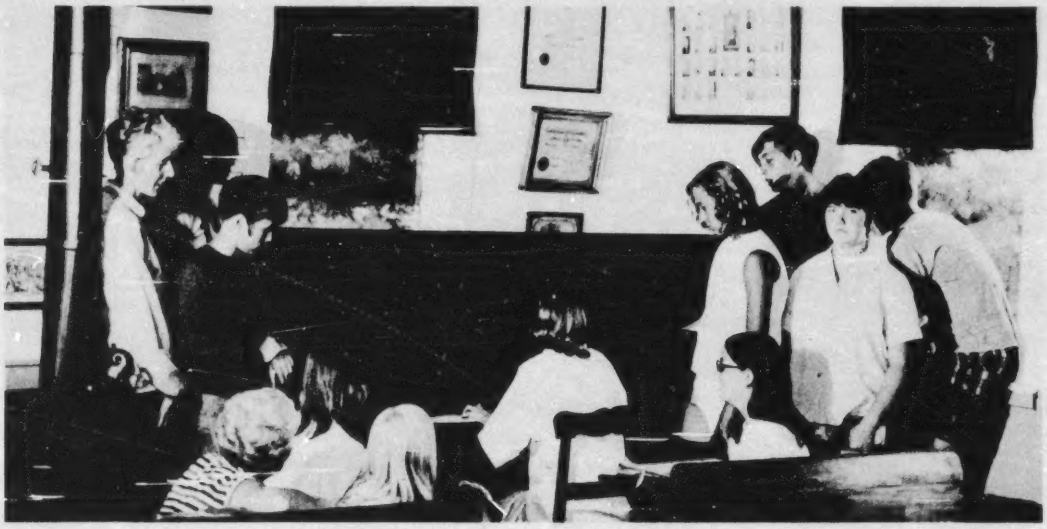
Sherman Central School. Over a period of twenty-eight years, junior and senior high school students in this community of 1500 have developed a museum complex on their village green. As one of their 1976 bicentennial projects, students will add a bandstand to the complex which already includes a house, store, church, log dwelling, schoolhouse, and buggy shed. Although the students maintain and run the museum, they have had considerable help from community people in acquiring, moving, and renovating buildings. This project has helped to bring students together with people in the community in an effort to create a valuable interdisciplinary educational situation.

Contact: Mrs. Genevieve Larson
Park Avenue
Sherman, New York 14781

Cohoes High School. The Senior High Bicentennial Club has written to famous Americans asking for their "positive thoughts for the country during the next 200 years." The results will be compiled in a booklet to be published in August 1975.

Contact: Ms. Maureen Geer
Cohoes High School
Cohoes, New York 12047

Sherman Yorkers enjoying a break from work in their museum schoolhouse.



Jefferson Park School, New York City. A group of middle school students is developing an East Harlem Heritage Trail which they hope to have ready for public use by 1976. One of the students' goals is to change the image of their community by presenting its rich historic heritage.

Contact: Mr. George Calvert
Jefferson Park Intermediate School 117
240 East 109th Street
New York, New York 10029

Jefferson Park students

Northport-East Northport Union Free School. The board of education initiated the formation of a community-wide bicentennial committee, "Stars and Stripes 200." Among the sixty-four community organizations represented is the school district. The participation and support of each member organization in a given activity is solicited and encouraged. A few school-community activities that will occur during the year are:

1. A time capsule containing the information abut the present community will be buried, to be opened in twenty-five years. BOCES students will open the 1,000 gallon oil tank and a local welding company will close it. Anthropology students are publicizing the event and running the ceremonies. This is a school initiated project.
2. A community-wide colonial fair will be held on the school grounds.
3. A town music contest. The bicentennial committee has asked resident musicians to write musical compositions that capture the essence, flavor, and ideals of the present community. The winning piece will be performed during a town concert.
4. A community wide calendar of events, containing information about bicentennial activities and significant local events over the past two hundred years. Social studies students and the historical society are researching local history. From the information gathered about local, state, and national history, the senior high school students will plan, develop, and produce a children's coloring book, to be presented to the elementary students.

Contact: Mr. Richard Streb
Northport High School
Laurel Hill Road
Northport, New York 11768

Bethlehem Central Schools. The citizens of Bethlehem, both adult and student populations, are planning a bicentennial pageant. As one of many school-community cooperative programs, the pageant will be the highlight of the bicentennial activities in 1976. Written in a musical comedy style, the pageant will stress American music over the past 200 years; provide a multi-media history of Bethlehem; convey changes in education, family, politics, and crafts; cite contributions of ethnic and minority groups; and give a tribute to famous and infamous statesmen. People from the school and community will participate in all aspects of the production. Elementary and middle school students will write the script and music for Act I; the senior class will be in charge of Act II; and community people and other high school students will have responsibility for Act III.

Contact: Mr. Richard Feldman
Bethlehem Central Senior High School
700 Delaware Avenue
Delmar, New York 12054.

East Syracuse Middle School. Middle school students, in conjunction with the music department, perform music from the late 1700's. They present a special program about flags, starting with those of early militia units and progressing to our fifty star flag.

Contact: Mr. James DeLuca
East Syracuse Middle School
East Syracuse, New York 13057

East Syracuse fife and drummers

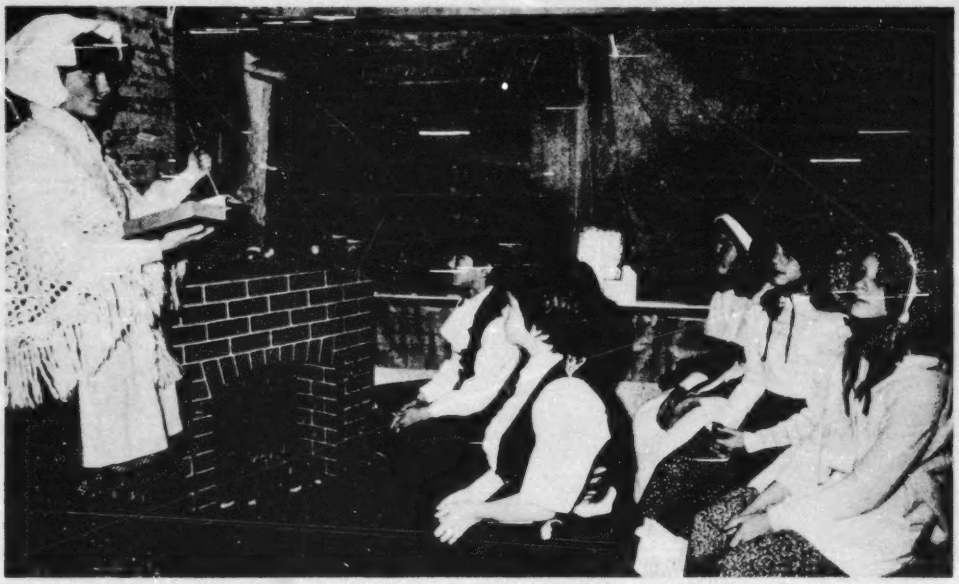
North Junior High School, Newburgh. Students have created the organization STOP, Students to Overcome Pollution. Using a refurbished caboose, purchased from the Central New Jersey Railroad for fifty dollars, as a collection center, they recycle newspapers, glass, and aluminum.

Contact: Mr. Anthony Cimorelli
North Junior High School
Newburgh, New York 12550

Nassau Spakenkill School, Poughkeepsie. This elementary school program, entitled "Dress Rehearsal for '76," included trips to historic sites, a fife and drum corps presentation, and minicourses on colonial life.

Contact: Mr. Richard Lahey
Nassau Spakenkill School
Poughkeepsie, New York 12601

(Above) students from Newburgh (Below) Sparkenkill students in their recreated colonial classroom.



Gloversville Yorkers participating in a militia outing.

Utica Free Academy. As an outgrowth of a Pilot Project Search program to develop an interdisciplinary approach to cognitive learning, the students and faculty of Utica Free Academy decided to create and produce a rock opera for the bicentennial. Vocal, instrumental, drama, art, English, social studies, and audio-visual students and faculty have used classroom and extra-curricular time to create, write, design, plan, organize, build, and produce *Revolution*. Through music, dance, drama, and the visual arts, the essence of the American Revolution rather than the revolution itself is conveyed. Aspects of local history are included.

Contact: Dr. Angela Elefante
Director of Project Search
310 Bleecker Street
Utica, New York 13501

Junior High School 22, New York City. A junior high school newsletter, written by social studies students and printed by graphic arts students, contains suggestions for celebrating the bicentennial and is oriented toward Blacks and Puerto Ricans.

Contact: Mr. Stanley Goldstein
Office of Continuing Education
75 Avenue B
New York, New York 10009

Gloversville Public Schools. This student group presents programs and demonstrations on uniforms, weapons, and military maneuvers; they also participate in camp-outs of the Brigade of the American Revolution. They have helped create a county museum and have compiled information, which is published in the local newspaper, on over 1,000 members of the Third Regiment, Tryon County Militia.

Contact: Mr. Lewis Decker
186 Bleeker Street
Gloversville, New York 12078

Fonda-Fultonville Central School. Middle and high school students are involved in a project called "Discovery of the Mohawk Valley through Science and History for 1976." Funded by Title III, the interdisciplinary project fosters discovery of Mohawk Valley history through digging at undeveloped archaeological sites. Exhibits will be housed in a one-room school on the Fonda campus. In addition to being an invaluable educational experience, the project has drawn considerable community support and thereby strengthened the bonds between school and community.

Contact: Mr. Sal Furnare
Fonda-Fultonville Central School
Fonda, New York 12068

WINNER of the MAYOR'S BI-CENTENNIAL RECOGNITION AWARD
The New York City Bi-Centennial
1776-1976
Sanctioned by the N. Y. City Bi-Centennial Corporation
DISTRICT 22 BI-CENTENNIAL GAZETTE
Endorsed by the Bi-Centennial Committee, Printing Teachers Guild, NY
Vol. III No. 18 March 21, 1975
BENJAMIN BANNEKER
Written by the pupils of Social Studies and printed and published in the Graphic Arts Shop of J.H.S. 22, M. Sponsor: the Office of Continuing Education 75 Ave. B, N.Y.C. 10009 (Stanley Goldstein - Director). Send all correspondence and make all checks to this address!

A copy of the J. H. School 22 newsletter.

CHAPTER IV
COMMUNITY, STATE, AND NATIONAL RESOURCES

We can only survive if we preserve our rights guaranteed by treaties and proclamation. (James Montour Sr.)

People, places, and things make up the world; they can tell us about the social, political, economic, scientific, and cultural development of our community, state, and nation. Patient and persistent inquiry can unearth fascinating resources — artifacts, ideas, tales, facts, and more — from which bicentennial activities can be developed. As schools take advantage of the resources in their area, the school and the community will become integrated as a learning environment for young people.

Listed below is a sampling of resources.

COMMUNITY

HISTORIANS

In New York State virtually every county, town, and city, and some villages, have an official historian. He/she can be of assistance by offering to lecture, arranging for slide presentations, films, or exhibits on particular topics, and suggesting additional community resources.

HISTORICAL SOCIETIES

Every county has at least one. They are an additional resource on local history and may have formal exhibits or collections that are either open to the public or portable.

COUNTY EXTENSION SERVICE ASSOCIATION

A source for information on crafts.

MUSEUMS

Past and present social and cultural life is illustrated through exhibits, art shows, slide presentations, lectures, and films.

HISTORIC LANDMARKS, SITES, BUILDINGS

Sources for information on local history. Also through personal contact, they are a means of demonstrating the relationship between past and present.

RESEARCH ASSISTANTS, New York State Division of Historic Preservation of the Office of Parks and Recreation

As coordinators and supervisors of people who are surveying historic sites in New York State, they are a source for architectural and engineering information. Contact through the Office of Parks and Recreation, Division for Historic Preservation, Swan Street Building, Albany, New York 12238.

CIVIC ORGANIZATIONS

The League of Women Voters, chambers of commerce, service clubs, and others.

RELIGIOUS AND SERVICE ORGANIZATIONS

Churches, volunteer fire departments, the Red Cross, and others.

PUBLIC LIBRARIES AND LIBRARIANS

Sources for films, records, books, photographs, and more.

ARTS ORGANIZATIONS AND LOCAL ARTS COUNCILS

Sources for crafts, performing arts organizations, art exhibits, local and visiting artists, and more.

ETHNIC ORGANIZATIONS

Italian, Polish, Jewish, Greek, Black, Puerto Rican, and other clubs and/or community centers. They are a source for historical and cultural programs and information.

SENIOR CITIZENS' CENTERS, ORGANIZATIONS

Primary resource for community history, knowledge about people, places, events. Senior citizens may be willing to provide assistance in the classroom.

COLLEGES AND UNIVERSITIES

Source for print and non-print materials, lecturers (both professors and students), displays, exhibitions, arts performances.

STATE

NEW YORK STATE AMERICAN REVOLUTION BICENTENNIAL COMMISSION
Ms. Katherine Johnson, Education Coordinator
99 Washington Avenue, Room 1700
Albany, New York 12234
(Telephone: 518-474-1453)

THE NYSARBC has available:

- Publications; list free
- Film, *And Take Me by the Hand;* information about availability, free
- Information about all New York State bicentennial programs, including the traveling barge; free
- Various suggestions for classroom activities, list of resource people for particular subjects; free
- Workshops

NEW YORK STATE EDUCATION DEPARTMENT
Education Building
Albany, New York 12234

Bicentennial Committee of the Office of General Education and Curricular Services
Dr. Donald Bragaw, Chairperson
Education Building, Room 320
Albany, New York 12234
(Telephone: 518-474-5978)

The bicentennial committee has available the following material and services:

- Newsletter, *The Continuing Revolution,* which documents school bicentennial activities and suggests classroom strategies; free
- Starter packet, classroom strategies and materials, resources, ideas and contacts; free
- Workshops

DIVISION OF CURRICULUM DEVELOPMENT
Education Building, Room 314C
Albany, New York 12234

The division has available:

- Curriculum guides; publications lists and guides available from your principal

BUREAU OF MASS COMMUNICATIONS
Education Building, Room 1061
Albany, New York 12234

The bureau has available:

- Audio and videotape materials; catalogue available from your library, audio-visual center, or superintendent's office

OFFICE OF STATE HISTORY
99 Washington Avenue, Room 1807
Albany, New York 12234

The office has available:

- List of historical societies in New York State; free
- Publications about particular aspects of New York State history

EDUCATION PROGRAMS AND STUDIES INFORMATION SERVICE UNIT
Education Building, Room 330
Albany, New York 12234
(Telephone: 518-474-3759)

This unit provides local educators access to local, state, national, and commercially developed curriculum materials for use in their efforts to improve curriculum content in the schools. It also offers computerized access, through regional representatives, to over 200,000 Educational Resource Information Center (ERIC) documents, all of which relate to nationally developed programs, research, or curriculum. As follow-up to the computerized ERIC access, it also provides educators with free microfiche of documents and copies of journal articles.

Under a National Institute of Education grant, efforts are currently underway to develop and operate an ERIC-compatible New York State bank of program and curriculum materials.

NEW YORK STATE OFFICE OF PARKS AND RECREATION
DIVISION OF HISTORIC PRESERVATION
Director of Communications
Swan Building
Albany, New York 12238
(Telephone: 518-474-0447)

The office has available:

- *Guide to Outdoor Recreation in New York State,* lists all outdoor recreation and historic site facilities; free

Bureau of National Register
Ms. Ruth Lawlor
Swan Street Building
Albany, New York 12238
(Telephone: 518-474-0479)

The bureau has available:

- Information about historic properties, affiliated programs, and a statewide survey of historic places; free

BUREAU OF PUBLICATIONS
Swan Street Building
Albany, New York 12238

The bureau has available:
- Brochures, describe thirty-four state owned historic sites; free
- Information on programming; available from each site

NEW YORK STATE HISTORICAL ASSOCIATION
Education Department
Cooperstown, New York 13326
(Telephone: 607-547-2533)

The association has available:
- Summer seminars and lecture programs; information free
- Publications, including books and materials on 19th and 20th century art, crafts, folk culture; list free
- Adult membership program; information free
- Junior historians membership program, Yorkers; information free

The association maintains:
- The Farmers' Museum, Fenimore House, and The Carriage and Harness Museum; school program information upon request; fees vary

NEW YORK STATE LIBRARY ASSOCIATION
Suite 1242
60 East 42 Street
New York, New York 10017

The association has available:
- Bicentennial resource list of non-book print and non-print resource materials; free

NEW YORK STATE UNITED TEACHERS, INC.
Ms. Ponsie Hillman, Bicentennial Coordinator
80 Wolf Road
Albany, New York 12205
(Telephone: 518-459-5400)

NYSUT administers a student bicentennial contest called "My America — Yesterday, Today, Tomorrow" for the National Education Association and the Pennsylvania Bicentennial Commission. Young people are asked to express their feelings about America through various media and disciplines.
- Information packet; free

EDUCATIONAL ASSOCIATIONS AND COUNCILS

Various associations have available:
- Suggested strategies related to particular topics and issues within each discipline

NEW YORK STATE COUNCIL ON THE ARTS
Mr. John Wessell, Program Associate
250 West 57 Street
New York, New York 10019
(Telephone: 212-397-1773)

The council has available:
- Updated list of local arts councils in New York State
- Brochure listing various arts programs

NEW YORK FOUNDATION FOR THE ARTS, INC.
Mr. Ted Berger, Coordinator
60 East 42 Street, Room 940
New York, New York 10017
(Telephone: 212-986-3140)

NYFA provides technical assistance to aid in the mobilization of community organizations' support for local arts and artists.

NYFA administers the National Endowment for the Arts' Artists-in-Schools Program on behalf of the New York State Council on the Arts and in cooperation with the New York State Education Department Division of the Humanities and the Arts.
- Fact sheet, expiains how to apply for artists in the six components of theatre, dance, poetry, film, visual arts, and crafts; free

CREATIVE ARTISTS' PUBLIC SERVICE
Mr. Richard Linzer, Director
Community Services
250 West 57 Street, Room 430
New York, New York 10019
(Telephone: 212-247-7701)

CAPS gives grants to individual artists to create new works and to perform community services, including lectures, demonstrations, workshops, open rehearsals, readings, performances, concerts, film and video presentations, and donations of finished art works.
- List of CAPS artists; free

MEET THE COMPOSER
Mr. John Duffy, Director
American Music Center
2109 Broadway, Suite 15-79
New York, New York 10023
(Telephone: 212-247-4082)

The program offers assistance on a matching basis to sponsoring organizations in order for them to invite a modern composer into a community to perform, direct, lecture, and exchange ideas about their music. Schools may request any composer and assisting artist, if needed, for a single engagement or extended visit.

COMMITTEE FOR VISUAL ARTS
Ms. Trudie Grace
155 Wooster Street
New York, New York 10012
(Telephone: 212-674-2950)

Through its programs, CVA financially assists professional unaffiliated visual artists and provides opportunities for communication between artists and the public. CVA's programs include:

- Artists Space gallery, three one-person exhibits monthly; free
- Slide registry of professional unaffiliated artists in New York City; CVA can arrange for discussion sessions with individual artists or tours of artists in their studios; modest fee
- Visiting Artists program, acts as a coordinating body through which cultural organizations and institutions of higher learning can arrange for an artist and/or art critic to visit and discuss his/her art works; schedule available

GALLERY ASSOCIATION OF NEW YORK STATE, INC.
Mr. Peter Langlykke
14 Prentice Street
Norwich, New York 13815
(Telephone: 607-334-8940)

The association has available:

- Brochure of visual arts exhibitions of all types and sizes for monthly loan at a modest fee; free

NEW YORK STATE CRAFTSMEN, INC.
Mr. Harry Dennis, Executive Director
27 West 53 Street
New York, New York 10019
(Telephone: 212-586-0026)

The craftsmen have available:

- *Crafts Annual*, includes directory of New York State schools and educational associations offering courses and/or workshops on crafts, and New York State and national crafts organizations and guilds; $1.50 from Publishing Center for Cultural Resources, 27 West 53 Street, New York, New York 10019
- Monthly bulletin, lists crafts events and workshops in New York State; subscription information free
- Crafts Workshops program, sponsors workshops in New York State; modest fee

HUDSON HERITAGE HOUSE
Mr. Marvin Zetlan
Summit Avenue
Central Valley, New York 10917
(Telephone: 914-928-6874)

The Hudson Heritage House has available:

- Monthly notebook study kits on various topics in New York State history designed for grades 4–7, various subscription programs include teaching plans, index of topics, bibliography, overlay maps, artifacts; informational material free
- *New York Directory of Human Resources, Colonial and Indian*, to be published in September 1975; $5.95 pre-publication, $7.95 after publication

TOWN OF HEMPSTEAD BICENTENNIAL COMMISSION
Mr. Roger A. Malfatti, Jr.
Town Hall Plaza
Hempstead, New York 11550
(Telephone: 516-481-0200 ext. 388)

The commission has available:

- *Bicentennial Performing Arts Directory*, describes performing arts organizations offering bicentennial programs, including presentations of folk traditions and ethnic heritage

NATIONAL

AMERICAN REVOLUTION BICENTENNIAL ADMINISTRATION
Youth and Education
Mr. Russ Gibb, Director
2401 E Street, N.W.
Washington, D.C. 20276
(Telephone: 202-634-1971)

The ARBA has available:

- *Official Master Register of Bicentennial Activities*, lists all local, state, national, and international events, updated quarterly; fee undetermined
- List of national and international programs having particular educational value; free
- List of commercial sources offering officially recognized commemoratives such as posters, decals, bumper stickers, etc; free

THE BICENTENNIAL COUNCIL OF THE THIRTEEN ORIGINAL STATES
Mr. Edwin Rabbitt, Assistant Director
400 Colony Square, Suite 201
Atlanta, Georgia 30361
(Telephone: 404-892-7028)

The council has available:

- Brochure, gives brief background of thirteen states, describes council and its activities; free
- Yearbook, outlines programs of council, federal agencies, each state, and other general organizations; $3.95
- *A Modular Approach to Bicentennial Planning*, suggests ideas for thoughtful long-range programs and stimulates creative thinking; $7.50

PEOPLES BICENTENNIAL COMMISSION
Ms. Sheila Rollins
1346 Connecticut Avenue
Washington, D.C. 20036
(Telephone: 202-833-9121)

The PBC has available:

- Introductory packet, explains their guides to community projects, student and teacher programs, and youth activities; syllabus and study guide to American Revolution, quotation book, magazine, posters and buttons; free

BICENTENNIAL JUNIOR COMMITTEES OF CORRESPONDENCE
Room 5821
United States Postal Service
Washington, D.C. 20260

The program coordinates the exchange of letters by elementary school students across the United States. The postal service has available:

- Kit, includes teacher's guide, posters, membership cards, mailing directory of other participating schools, teacher's response card; free, order through your principal

UNITED STATES DEPARTMENT OF THE INTERIOR
Ms. Jean Hawkins, Bicentennial Coordinator
Room 5125
Washington, D.C. 20240
(Telephone: 202-343-8331)

The department has available:

- Information about various programs within its bureaus; free

JOHNNY HORIZON '76
Mr. Mark Guidry, Liaison Officer
United States Department of the Interior
Washington, D.C. 20240
(Telephone: 202-343-6101)

Let's Clean up America for Our 200th Birthday is a beautification program designed to integrate environmental education into every discipline. The program has available:

- Classroom kit for teachers, explains program and guidelines, suggests activities and student projects, contains poster, lists selected environmental materials for K-12; free
- *A Better Place to Be*, elementary and middle school guide to environmental learning, includes practical suggestions for projects; $1.25, information free

NATIONAL PARK SERVICE
Ms. Julie Rowe, Bicentennial Coordinator
United States Department of the Interior
Room 3013
Washington, D.C. 20240
(Telephone: 202-343-4961)

The National Park Service has available:

- Books, pamphlets, charts, maps, posters, and films; list free
- Brochures, describe each national park and its historic significance; free
- *Guide to the Historic Places of the American Revolution*, describes sites in eighteen eastern states; $3.15, information free

NATIONAL PARK SERVICE
North Atlantic Region
Mr. James W. Corson
Regional Chief of Interpretation
150 Causeway
Boston, Massachusetts 02114
(Telephone: 617-223-3769)

The service has available:

- List of national parks in New England, New York, and New Jersey
- Films, relate historical events of each park; available from individual park or regional office

SUPERINTENDENT OF DOCUMENTS
United States Government Printing Office
Washington, D.C. 20402

The GPO has available:

- Government publications; check with your librarian about what is available and how to order particular publications

SMITHSONIAN INSTITUTION
Bicentennial Office
Susan Hamilton, Coordinator
Washington, D.C. 20560
(Telephone: 202-381-5920)

The institution has available:

- General description of Smithsonian bicentennial programs, includes Festival of American Folklife; free

SMITHSONIAN INSTITUTION
Traveling Exhibition Service
Mrs. Andrea Stevens
Washington, D.C. 20560
(Telephone: 202-381-6631)

The service has available:

- *Catalogue of Traveling Exhibits*, describes various American heritage and international exhibits; free
- Brochure, "The American Experience" contains information on their portfolio series; free from Scholastic Magazine, 50 West 44th Street, New York, New York 10036

NATIONAL TRUST FOR HISTORIC PRESERVATION
Department of Education
Ms. Pat Williams
740–748 Jackson Place, N.W.
Washington, D.C. 20006
(Telephone: 202-638-5200)

The NTHP has available:

- *National Trust Bicentennial Kit: How to Do It Yourself*; minimal fee
- Preservation poster; free
- Film catalogue, includes historic preservation and related subjects; free
- Publications; catalogue $.25

NATIONAL ENDOWMENT FOR THE HUMANITIES
Ms. Diane V. Eisenberg
806 15th Street, N.W.
Washington, D.C. 20506
(Telephone: 202-382-4278)

The endowment is sponsoring the American Issues Forum, a program designed to engage Americans of all ages, backgrounds, and interests in the exploration of issues fundamental to American society through our history. The endowment has available:

- Informational material; free
- Calendar of topics, identifies one issue per month from September 1975 to May 1976, includes illustrative quotations and examples of source material

AMERICAN ASSOCIATION OF MUSEUMS
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007
(Telephone: 202-338-5300)

The association has available:

- Publications; list free
- Directory of museums in the United States and Canada; available at your local historical society or library

AMERICAN ASSOCIATION FOR STATE AND LOCAL HISTORY
1400 Eighth Avenue South
Nashville, Tennessee 37203
(Telephone: 615-242-5583)

The association has available:

- Publications; list free
- Directory of museums in the United States and Canada; available at your local historical society or library

NATIONAL HISTORICAL SOCIETY
Gettysburg, Pennsylvania 17325

The society has available:

- Catalogue of bicentennial publications

NATIONAL GEOGRAPHIC SOCIETY
Mr. Jerome F. Owecke
Washington, D.C. 20036
(Telephone: 202-296-7500)

The society has available:

- Film list; free

NATIONAL PARKS AND CONSERVATION ASSOCIATION
1701 18th Street, N.W.
Washington, D.C. 20009
(Telephone: 202-265-2717)

The association has available:

- Film catalogue; free

DAUGHTERS OF THE AMERICAN REVOLUTION
Office of the Corresponding Secretary General
1776 D Street, N.W.
Washington, D.C. 20006
(Telephone: 202-628-4980)

The DAR has available:

- Publications; list free

AMERICA THE BEAUTIFUL FUND
Ms. Leslie Sudders
145 East 52nd Street
New York, New York 10022
(Telephone: 212-486-1907)

The fund has available:

- *Old Glory*, describes successful historic preservation projects; $4.95 plus tax and postage, from Fenimore Bookstore, New York State Historical Association, Cooperstown, New York 13326
- Posters; free
- Slide show, documents twelve heritage preservation projects completed due to community participation; available on a limited basis

NATIONAL EDUCATION ASSOCIATION
Mrs. Janice M. Colbert, Bicentennial Coordinator
1201 16th Street, N.W.
Washington, D.C. 20036
(Telephone: 202-833-4000)

The association has available:

- *Bicentennial Ideabook*, discusses projects to implement its "A Declaration of Interdependence: Education for a Global Community" program, suggests classroom discussion topics and activities; limited quantity available, free
- *Bicentennial Teaching Materials: An Annotated*

Bibliography, lists audiovisual materials, films, filmstrips, cassette tapes, and more; limited quantity available, free

AMERICAN CRAFTS COUNCIL
Lois Moran, Director
44 West 53 Street
New York, New York 10019
(Telephone: 212-977-8989)

The council has available:

- Publications; list organized by state and covers crafts and crafts-related organizations, people, lithographies, shops, galleries, audio-visuals, and more; prices vary

NATIONAL INDIAN EDUCATION ASSOCIATION
Mr. Conrad Downing
3036 University Avenue SE
Minneapolis, Minnesota 55144
(Telephone: 612-378-0482)

The association is a research and resource center for information on Native Americans. Materials available through Project-Media are:

- research bibliographies
- research service, computerized file, on any relevant subject; minimal fee
- tapes and filmstrips of Native American culture and society; limited availability
- list of reviewed films
- model course, "Contemporary Issues of the American Indian," college level but adaptable to particular needs; $1.00

The association also has a newsletter and brochures.

SOCIAL SCIENCE EDUCATION CONSORTIUM
Ms. Frances Haley
855 Broadway
Boulder, Colorado 80302
(Telephone: 303-443-1370)

The consortium is concerned with ethnic studies curriculum materials, especially for elementary and secondary levels. Complete information, including price lists, is available from the above address. By September 1, 1975, there will be available a package of material which includes:

- annotated bibliography by grade level and ethnic group of curriculum materials, teacher resources, and films
- annotated list of individuals and organizations involved in ethnic studies
- teacher's analysis instrument to review curriculum material for ethnic studies content
- filmstrip and cassette, "What Is an Ethnic Group?"
- paper, "Tips for Teaching Ethnic Studies," suggests who should teach it and how to integrate it into the curriculum; classroom activities; a general description of available materials
- teaching strategies handbooks

The consortium also has available:

- book of tips for teaching the bicentennial by Allan O. Kownslar
- annotated bibliography of teaching materials for the bicentennial

AMERICAN INDIAN HISTORICAL SOCIETY
1451 Masonic Avenue
San Francisco, California 94117

The society has available a publications list, a library, and archives.

NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE
Ms. Althea T. L. Simmons, National Education Director
1790 Broadway
New York, New York 10019
(Telephone: 212-245-2100)

The association has publications and films.

NORTH AMERICAN INDIAN TRAVELING COLLEGE
Ruth Papineau
R.R. #3
Cornwall Island, Cornwall, Ontario, Canada

P.O. Box 273
Hogansburg, New York 13655
(Telephone: 619-932-9452)

The North American Indian Traveling college is a cultural education center. Its fundamental aim is the development of cultural pride and positive self-image among Native Americans. The college collects and preserves all aspects of Native American culture, including languages, and promotes the exchange of ideas among Native American groups within the United States and Canada.

It has available:

- Publications which include information on lacrosse and a coloring book written in the Mohawk language
- Film lists
- Library which contains Native American manuscripts
- Traveling arts and crafts projects. Professional Native American artists and crafts people will demonstrate and teach Native American arts and crafts. Information available.

DISSEMINATION AND ASSESSMENT
CENTER FOR BILINGUAL EDUCATION
Mr. Juan Solis, Director
6504 Tracor Lane
Austin, Texas 78721
(Telephone: 512-926-8080)

The Dissemination and Assessment Center is a clearing house for bilingual bicultural education products and professional services. Its primary function is to acquire, edit, and publish bilingual bicultural materials, such as individual and packaged bilingual curriculum materials and instruction materials relevant to the culture of each ethnic group in the United States.

It has available:

- Publications, list free
- A comprehensive *Guide to Bilingual Bicultural Projects in the United States*
- *CARTEL*, a monthly annotated bibliography of project-developed and commercially produced bilingual bicultural materials. The annual cumulative issue includes a classified index to the annotated bibliography.

NATIONAL ORGANIZATION FOR WOMEN

Now's goals are to achieve true equality for women in all facets of American life and a full, equal partnership of the sexes. Within the body politic and economic spheres, Now is working to establish equal opportunities for women. During the bicentennial, it hopes the Equal Rights Amendment (ERA) will be passed.

NATIONAL OFFICE
5 South Wabash, Suite 1615
Chicago, Illinois 60603
(Telephone: 312-332-1954)

This office has available pamphlets explaining NOW's history and goals and information on ERA; free

PUBLIC INFORMATION OFFICE
1266 National Press Building
Washington, D.C. 20004
(Telephone: 202-638-6054)

This office has available:

- List of NOW chapters; free
- List of NOW Task forces studying various topics related to women. Each task force has compiled information on particular topics; list free
- Annoted list of films and slide shows about women produced by NOW chapters; free
- "Beginnings of a Long and Real Revolution," a documentary slide show of the U.S.A. feminist movement from 19th c to the present; a cassette and script accompany. Can rent or buy for a fee.

WOMEN's ACTION ALLIANCE
370 Lexington Avenue, Room 601
New York, New York 10011
(Telephone: 212-685-0800)

The Women's Action Alliance is a resource and referral center for information on women, history, artists, statespeople, and so on.

This office has available:

- Non-sexist childhood development project, includes curriculum materials for pre-school children
- U.S. National Women's Agenda; list free
- "Practical Guide to the Women's Movement": lists women's groups, contains annotated reading and film lists
- Publications; list free

WOMEN'S COALITION FOR
THE THIRD CENTURY (WCC3)
Patricia Budd Kepler
45 Francis Avenue
Cambridge, Massachusetts 02138
(Telephone: 716-875-4059, New York State office)

WCC3's goals are the empowerment of women as creators and leaders during the bicentennial era and the next century, building communications networks, and recovering women's history. It is proposing to develop a declaration of interdependence and imperatives as a third century covenant. It invites the participation of other groups and individuals.

The organization has available:

- An information sheet; free
- Speakers, endorsements of projects, use of logo; information free
- List of their declarations; $2.00

CHAPTER V
SOURCES OF FUNDING

If it had not been for this thing, I might live out my life talking at street corners to scorning men. I might have died unmarked, unknown, a failure. Now we are not a failure. Never in our full life can we hope to do such work for tolerance, for justice, for men's understanding of men as now we do by accident. The taking of our lives, lives of a good shoemaker and a poor fish peddler – all. That last moment belongs to us. That agony is our triumph.
(Bartholomew Vanzetti's last statement, 1927)

It is very difficult for school districts to obtain financial assistance for school-related bicentennial activities from foundations and governmental funding agencies. The areas of arts-related bicentennial activities and/or school-community bicentennial projects are more apt to receive serious consideration from funding organizations. Therefore, it is suggested that school districts explore the possibility of funding from their local school boards; county, city, or town bicentennial commissions or committees; local governing bodies; and design self-supporting bicentennial functions that make the best use of financial and human resources presently existing within the school and community.

Cooperation between a school or school district and the local bicentennial organization may result in financial assistance for a school bicentennial activity. Many town, city, and county legislative bodies are appropriating funds for bicentennial projects. A school or school district could request a portion of those funds for a school-community bicentennial celebration.

Listed below are various agencies or foundations that will fund school projects. The New York State American Revolution Bicentennial Commission has no connection with the granting organizations and can act neither as a middleman, nor in any other capacity. For more specific information, contact the organizations directly.

YOUTHGRANT IN THE HUMANITIES
Ms. Marianne Blakey, Coordinator
National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
(Telephone: 202-382-8301)

Grants are available to individuals or groups of young people (under 30) for humanities projects conceived by, planned by, and to be implemented by young people.

DIVISION FOR HUMANITIES AND THE ARTS
Mr. Lawrence Coulter
State Education Building, Room 566
Albany, New York 12234
(Telephone: 518-474-8779)

Funds are available to assist schools in paying fees to a professional artist(s) and/or performing arts company for a performance in the school for the students.

NATIONAL ENDOWMENT FOR THE HUMANITIES
Mr. William Russell
Division of Educational Programs
806 15th Street, N.W.
Washington, D.C. 20506
(Telephone: 202-382-7081)

Grants are available to schools and/or school districts for elementary and secondary level humanities projects: curriculum development, development of teaching materials, development and production of films for classroom use, and a summer institute for teachers. Although a separate category for bicentennial projects does not exist, a program with a humanities theme would be eligible for assistance.

BUREAU OF SCHOOL LIBRARIES
Ms. Lore Scurrah, Chief
State Education Building, Room 676
Albany, New York 12234
(Telephone: 518-474-2468)

Federal NDEA III Grant — Grants are made to schools on a 50/50 matching basis for acquisition of instructional materials and equipment which will improve instruction in academic areas and enrich the current program.

Federal ESEA II Grant — Outright grants are made for the acquisition of equipment for the school library and/or media center.

NEW YORK FOUNDATION FOR THE ARTS
Mr. Ted Berger, Coordinator, Artists in Schools
60 East 42nd Street, Room 940
New York, New York 10017
(Telephone: 212-968-3140)

NYFA is not a granting organization. It will assist schools interested in the integration of arts into the curriculum to identify local and state funding sources.

NATIONAL SCIENCE FOUNDATION
Office of Government and Public Programs
Dr. Lynn Carroll
Washington, D.C. 20550
(Telephone: 202-632-7443)

Grants are available to schools for enrichment and improvement of the science disciplines. The guidelines for these grants outline the following categories:

Development and improvement of education for careers in science: programs in student orientation, ethnic minorities and women, and instruction on secondary level.

Development of scientific literacy: programs that seek as an effect the lay person's understanding in today's world of science and science technology.

Increasing efficiency of the educational processes: problem assessment and experimental projects.

NEW YORK STATE OFFICE OF PARKS AND RECREATION
DIVISION FOR HISTORIC PRESERVATION
Ms. Ruth Lawlor
Swan Street Building
Albany, New York 12238
(Telephone: 518-474-0479)

This agency administers the Federal Historic Preservation Program for New York State. Grants are made on a 50/50 matching basis for acquisition or development of buildings listed on the National Register of Historic Places. Although the owner or administrator of historic property must apply for funds, student interest and organizational efforts may stimulate a community and/or agency to undertake a preservation project.

NATIONAL TRUST FOR HISTORIC PRESERVATION
Ms. Pat Williams
Department of Education
740-748 Jackson Place, N.W.
Washington, D.C. 20006
(Telephone: 202-382-3304)

In the future, NTHP hopes to offer financial assistance to schools for preservation projects. At the moment, NTHP has awards for student historic preservation projects and cash awards for student produced films on preservation related topics.

NEW YORK STATE MINI-GRANT PROGRAM
ESEA TITLE III
Education Building, Room 860
New York State Education Department
Albany, New York 12234

This program makes small grants available to school administrators, teachers, students, or community groups to promote innovative elementary and secondary educational proposals at the "grass roots" level.

Purposes of the Mini-Grant Program are:

1. To enable individuals or groups to obtain relatively small amounts of money to field test, study, or develop promising ideas.
2. To stimulate creative solutions to specific local problems.
3. To support projects that might involve combinations of subject matter areas, educational levels, and participants.

For current information relating to size of grants, application deadlines, and specific guidelines, contact the superintendent of your school district and/or the regional BOCES office.

Resistance to tyrants is obedience to God. (Thomas Jefferson)

Remember the dignity of your womanhood. Do not appeal, do not beg, do not grovel. Take courage, join hands, stand beside us, fight with us. (Christabel Pankhurst, 1880–1958)

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that they have hitherto occupied. . . . We hold these truths to be self-evident: that all men and women are created equal. (Declaration of Sentiments, 1848, adopted at Seneca Falls Convention)

Timid me prefers the calm of despotism to the boisterous sea of liberty. (Thomas Jefferson)